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ABSTRACT

This report contains aggregate and disaggregated state-level results from administrations of North Carolina's computer skills tests (performance and multiple choice) in 2000-2001. The report also provides limited information about the performance of school districts and charter schools. Additional data are included in this report about the performance of students with disabilities, students identified as limited English proficient, and students in Title I schools. Students who were in grade 8 in the 1996-1997 school year and beyond are required to satisfy the computer proficiency requirement in order to receive a North Carolina high school diploma. Passing the computer skills requirement is possible in eighth grade, and in 2000-2001, about 79.5% of students who took the test met the requirement at the end of grade 8. There were disparities in performance among subgroups, with Hispanic, Black, and American Indian students passing at lower rates than Asian, Multiracial, and White subgroups. In the 2000-2001 school year, 89.9% of students met the requirement by the end of grade 1, 92.1% by the end of grade 11, and 92.5% at the end of grade 12. Disparities in subgroup performance continued at these grade levels. Some sample questions from the examination are included. An appendix lists North Carolina charter schools. (Contains 19 tables and 28 figures.) (SLD)

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2000-01 Report of Student Performance North Carolina Tests of Computer Skills

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Reporting on the Classes of 2001 - 2005

Published August 2002

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Mildred Bazemore, Chief of the Testing Section, and Monica Geary, Educational Research and Evaluation Consultant, at NCDPI designed and wrote the report. Staff at TOPS assisted in analysis and report production.

Thanks are due especially to the Regional Accountability Coordinators, and the Test Coordinators and Accountability staff at the 117 public school systems and the charter schools who provided the data presented in this report. This report could not exist without the dedication of these professionals.

Executive Summary
2000-01 Report of Student Performance
North Carolina Tests of Computer Skills

Background

- The State Board of Education, as part of the Quality Assurance Program, initially established a computer proficiency requirement for diplomas issued to the Class of 2000. In October of 1995, the Board modified the requirement by making it effective beginning with the graduating Class of 2001. Students who were in grade eight for the 1996-97 school year and beyond are required to satisfy the computer proficiency requirement in order to receive a North Carolina high school diploma.
- The first opportunity to meet the computer skills proficiency requirement arises during eighth grade. Passing the computer skills standard is defined as passing both the multiple-choice and performance portions of the North Carolina Tests of Computer Skills.
- The Class of 2001 completed the eighth grade at the end of the 1996-97 school year, the Class of 2002 at the end of 1997-98, the Class of 2003 at the end of 1998-99, the Class of 2004 at the end of 1999-00, and the Class of 2005 at the end of 2000-01.

Findings for Eighth Grade

(Class of 2005)

- For the 2000-01 school year, about 75.9 percent of students who took the tests met the requirement at the end of grade eight.
- There were disparities in performance among subgroups at grade eight. The Hispanic (50.2%), Black (60.2%), and American Indian (64.9%) subgroups had lower percentages passing the proficiency requirement than the Multi-Racial (78.6%), Asian (80.2%), and White (85.0%) subgroups.

Findings for Ninth Grade

(Class of 2004)

- For the 2000-01 school year, 80.8 percent of students statewide met the requirement by the end of grade nine.
- There were disparities in performance among subgroups at grade nine. The Hispanic (51.6%), Black (69.7%), and American Indian (71.8%) subgroups had lower percentages passing the proficiency requirement than the Asian (77.4%), Multi-Racial (80.6%), and White (88.3%) subgroups.

Findings for Tenth Grade

(Class of 2003)

- For the 2000-01 school year, 89.9 percent of students statewide met the requirement by the end of grade ten.
- There were disparities in performance among subgroups at grade ten. The percentages passing were 72.2 percent for Hispanics, 82.9 percent for Blacks, 82.9 percent for Asians, 86.2 percent for American Indians, 89.0 percent for Multi-Racial, and 94.0 percent for Whites.

Findings for Eleventh Grade

(Class of 2002)

- For the 2000-01 school year, 92.1 percent of students statewide met the requirement by the end of grade eleven.
- There were disparities in performance among subgroups at grade eleven. The percentages passing were 83.2 percent for Hispanics, 87.0 percent for Blacks, 88.6 percent for Asians, 89.6 percent for American Indians, 90.7 percent for Multi-Racial, and 94.7 percent for Whites.

Findings for Twelfth Grade

(Class of 2001)

- For the 2000-01 school year, 92.5 percent of students statewide met the requirement by the end of grade twelve.
- There were disparities in performance among subgroups at grade twelve. The percentages passing were 88.0 percent for Hispanics, 88.3 percent for Blacks, 90.8 percent for American Indians, 91.8 percent for Multi-Racial, 91.9 percent for Asians, and 94.4 percent for Whites.

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Background

Definitions

- The first opportunity to meet the computer skills proficiency requirement is during the eighth grade. Passing the computer skills standard is defined as passing both the multiple-choice and performance tests.
- The Class of 2001 completed the eighth grade at the end of the 1996-97 school year. The Class of 2002 completed the eighth grade at the end of the 1997-98 school year. The Class of 2003 completed it at the end of 1998-99, the Class of 2004 at the end of 1999-00, and the Class of 2005 at the end of 2000-01.

North Carolina *Standard Course of Study*

- The year a student enters grade 8 determines which edition of the tests the student is to be administered in order to meet the requirement for graduation.
- Students who entered grade 8 from the 1996-97 school year through the 1999-00 school year must meet the computer skills proficiency requirement based on the 1992 computer skills curriculum (old). The multiple-choice test assesses: (1) word processing; (2) keyboarding; (3) database use; (4) spreadsheet use; (5) telecomputing skills; (6) societal issues; (7) ethics; (8) terms, operation and care of computers; and (9) the use of computers in various curricular areas. The performance test consists of four parts: (1) keyboarding techniques, (2) word processing/editing, (3) database use, and (4) spreadsheet use.
- Students who enter grade 8 in the 2000-01 school year and beyond must meet the computer skills proficiency requirement based on the 1998 computer skills curriculum (new). The multiple-choice test assesses: (1) keyboard utilization/word processing/desktop publishing, (2) database use, (3) spreadsheet use, (4) telecommunications, (5) societal issues (including ethics and care/operations), and (6) multimedia presentation. The performance test consists of three parts: (1) desktop publishing, (2) database use, and (3) spreadsheet use.

The Standard

- Beginning with the fall of 1997 testing, a student must have a scale score of at least 47 on the multiple-choice test and a scale score of at least 49 on the performance test to meet the computer skills proficiency requirement. The standard is the same for the old and new computer skills tests.
- Students are retested only on the test(s) that they have not passed.

Introduction

The State Board of Education, as part of the Quality Assurance Program, initially established a computer proficiency requirement for diplomas issued to the Class of 2000. In October of 1995, the Board modified the requirement by making it effective beginning with the graduating Class of 2001. Students who were in grade eight for the 1996-97 school year and beyond are required to satisfy the computer proficiency requirement in order to receive a North Carolina high school diploma. The requirement is based on the kindergarten through grade 8 competencies of the K-12 computer skills curriculum approved in July 1992 by the State Board of Education. These competencies are defined in the North Carolina *Standard Course of Study* (SCS). The goals of the requirement are to ensure that: (1) most students enter high school with sufficient computer skills, and (2) no student exits North Carolina high schools without sufficient computer skills.

The North Carolina Tests of Computer Skills (multiple-choice and performance) must be administered by the end of grade eight with subsequent opportunities during high school, as needed, to allow students the opportunity to satisfy the requirement before completing their senior year in high school. Computers have become an integral part of today's world both in the home and marketplace; therefore, computer proficiency is an expectation for graduates of North Carolina's high schools.

Initially, in order to meet the requirement, students were required to achieve a scale score on the performance part of the test equal to or greater than 49 *and* a combined scale score equal to or greater than 46. Under the old standard when the pass/fail status was assigned, it was assigned for student performance for both parts of the test. The multiple-choice and performance parts of the test were not separate but considered together to determine in a compensatory model a student's pass/fail status.

At the recommendation of the Computer Skills Advisory Committee, after input from educators and others, the State Board of Education modified the standard for passing the computer skills requirement effective July 1, 1997. The modified standard requires that the test be separated into two tests: a multiple-choice test and a performance test. Either test may be passed independently of the other. To pass under the new standard, a student must achieve a performance test scale score of 49 or above *and* a multiple-choice test scale score of 47 or above.

When documented through the Individualized Education Program (IEP), some students with disabilities may fulfill the computer skills proficiency requirement through the use of the portfolio assessment accommodation. Students with disabilities following the Occupational Course of Study may fulfill the computer skills proficiency requirement "as specified in the IEP" and may not be required to take the Computer Skills tests.

The purpose of this document is to report the performance of students who took the computer skills tests during the 2000-01 school year. This includes the Class of 2001 as twelfth graders, the Class of 2002 as eleventh graders, the Class of 2003 as tenth graders, the Class of 2004 as ninth graders, and the Class of 2005 as eighth graders. Sample questions have been included in this report to provide examples of items on the tests.

Computer Skills Requirement Guidelines

- Beginning with the eighth grade, a student must be provided focused remedial instruction once the student fails to demonstrate proficiency by not passing the multiple-choice and/or performance test(s).
- Each senior must have at least one additional opportunity during the last month of school prior to graduation to demonstrate computer proficiency.

Testing Accommodations

- Accommodations are available for students with disabilities with current IEPs or Section 504 Plans and students identified as limited English proficient.
- Accommodations may be provided in accordance with recommendations noted in *Testing Accommodations for Students with Disabilities* and *Guidelines for Testing Students with Limited English Proficiency* or to fulfill the needs of individual students.
- The need for accommodations must be documented (for example, in the student's current IEP, Section 504 Plan, or limited English proficiency plan). Accommodations used are to be consistent with routine instructional use and must not invalidate test results.

Computer Skills Portfolio

- The expectation is that all students will take the tests during the eighth grade. The portfolio assessment is available for those students with disabilities (only) who cannot take the test under standard administration conditions or with accommodations. Portfolio use must be documented in the current IEP or Section 504 Plan.
- The purpose of portfolio assessment is not to provide an easier alternative to demonstrating competency, but to provide an appropriate alternative that meets the same high standards as the tests for students who, because of their disability, are unable to access the test or parts of the test.
- There is no time limit for completion of the portfolio except that to demonstrate proficiency, successful completion is required prior to graduation.
- The expectation is that work to be included in the portfolio will be completed within the school setting over a period of time. The student's teacher and principal must verify the authenticity of the student's portfolio work.

Occupational Course of Study

- Students with disabilities following the Occupational Course of Study meet the computer skills proficiency requirement "as specified in the IEP." These students may or may not be required to take the computer skills tests.

Supported Software Packages for Performance Test

- For the administration of the computer skills performance test, the NCDPI provides secure electronic files to accommodate the range of integrated software packages commonly used in schools. For the 2000-01 school year, the following software packages were supported:

  - AppleWorks for Mac Versions 5, 6
  - AppleWorks for Windows95 Version 5
  - Claris Works for Mac Versions 2, 3, 4
  - Claris Works for Windows Versions 3, 4
  - MS Office Pro Versions 4, 95, 97, 2000
  - MS Works for DOS Versions 2, 3
  - MS Works for Windows Versions 2, 3, 4, 2000, and 2000 Suite
  - MS Works for Mac Versions 2, 3, 4

- Effective with the 1999-00 school year, the NCDPI no longer supports the DOS version of PFS First Choice and AppleWorks 1.0, 2.0, 3.0, and 4.0 for the Apple IIE when providing secure electronic files. LEAs using such platforms were to upgrade so that the upgraded platforms provide a higher level of standardization and are more in line with technology used in the marketplace.

Scoring the Tests

- The LEA is responsible for scoring all portfolios for that system.
- The LEA test coordinator, the exceptional children's administrator, and the computer coordinator provide direction for the scoring and approval process for completed portfolios. The LEA may involve other personnel as deemed appropriate.
- For the 2000-01 school year, the North Carolina Test of Computer Skills multiple-choice was scored and aggregated locally. The performance tests were scored by a contractor, selected through a competitive bidding process, who provided the score reports to the LEAs.

Data Verification

- The LEAs provided the NCDPI with a pass/fail flag for each student enrolled by submitting an updated "masterbuild" file in the fall of 2001, or by allowing the original "masterbuild" file aggregated in the spring of 2001 to be used.* LEAs exclude visiting students based on a NCDPI directive.

*Note: The "masterbuild" file includes absent and foreign-exchange pupils.

Differences in Data Analysis: 1996-97 to 2000-01

- The data collected for the computer skills tests in 1997 and 1998 used the same denominator, which included the number of pupils tested in both performance and multiple choice. In 1999, 2000, and 2001, the denominator included the number of pupils on the NCDPI "masterbuild" file, including absent and foreign-exchange pupils (but did not include visiting students). In 1999 and 2000, the denominator included the number of students who were exempted from participation in the test administrations. These differences should be noted when making comparisons from year to year. As the testing program and methods of reporting data are standardized, differences in data reporting will be eliminated.

- In 1997, fall and spring data were merged centrally and LEAs had the opportunity to correct the final file of pupils. In 1998, all test administrations from fall 1997 to spring 1998 were merged centrally, accounting for the North Carolina State Board of Education's change in the standard. Most school systems edited the merged files locally and returned a file of pupil data that had a pass/fail flag for performance and a pass/fail flag for multiple choice. In 1999, a blank form was sent to LEAs to collect summary data (not pupil data), with a column for the number of pupils on the "masterbuild" file (including exempt and absent pupils), and a column for the number passing both performance and multiple choice. In 2000 and 2001, the LEAs updated scores as needed in their data systems and submitted a "masterbuild" file that contained each pupil's pass/fail flag (data updated after December 31, 2001 are not incorporated in the 2000-01 report). In every year, it was the responsibility of the LEA to submit accurate data and the NCDPI reported data that was submitted.

- For the 2000-01 data year, required reporting variables were added by merging the "masterbuild" file with other testing files where the required variables had been collected. The merge included grade 8 end-of-grade data from 1996-97 through 2000-01 and all end-of-course files from 2000-01. Information from the other testing files was only applied to a student record when both the student name and identification number were identical; therefore, information was not obtained for students where name or identification number changed or was miscoded.

Resources Provided by NCDPI

- Lesson plans and staff development activities have been provided by the NCDPI since the computer skills curriculum was revised in 1992. Some of the lesson plans are available on the DPI InfoWeb (www.ncpublicschools.org) and through the NCDPI Office of Publications.
- A released (public domain release) form of each of the computer skills tests has been provided to all LEAs. Copies have been provided at conferences and workshop presentations. Sample test questions are also available on the NCDPI website at www.ncpublicschools.org/accountability/testing.
- The NCDPI Division of Accountability Services/Testing Section provides all school systems and charter schools with ample copies of the *North Carolina Tests of Computer Skills Student Handbook* to be distributed to the appropriate students. The handbook includes information about the graduation proficiency requirement, computer skills test-taking strategies, and sample questions. Students may practice answering the same sample questions interactively via the Testing Section website. In addition, information regarding rubrics for scoring the sample performance questions in the handbook is located at the same site.

Findings

2000-01 Student Performance

- For the 2000-01 school year, 75.9 percent of eighth graders, 80.8 percent of ninth graders, 89.9 percent of tenth graders, 92.1 percent of eleventh graders, and 92.5 percent of twelfth graders passed the computer skills graduation proficiency requirement.
- The percent of eighth graders passing the requirement increased from 74.8 percent in 1996-97 to 75.9 percent in 2000-01.
- The number of students in the cohort participating in the administration of the computer skills tests statewide from 1996-97 (in grade 8) to 2000-01 (in grade 12) dropped from 89,217 students to 64,516 students or by 27.7 percent.

Student Performance by Ethnicity

- By the end of the 2000-01 school year, a smaller percentage of eighth graders had passed the proficiency requirement in the Hispanic (50.2%), Black (60.2%), and American Indian (64.9%) subgroups than in the Multi-Racial (78.6%), Asian (80.2%), and White (85.0%) subgroups.
- The percent of eighth graders passing the proficiency requirement increased for the Black subgroup from 1996-97 (55.0%) to 2000-01 (60.2%), for the American Indian subgroup from 1996-97 (60.6%) to 2000-01 (64.9%), for the Multi-Racial subgroup from 1996-97 (74.8%) to 2000-01 (78.6%), and for the White subgroup from 1996-97 (84.4%) to 2000-01 (85.0%). The percent passing decreased for the Hispanic subgroup from 1996-97 (56.9%) to 2000-01 (50.2%), and for the Asian subgroup from 1996-97 (81.6%) to 2000-01 (80.2%).
- By the end of the 2000-01 school year, the percentages passing for ninth graders were 51.6 percent for Hispanics, 69.7 percent for Blacks, 71.8 percent for American Indians, 77.4 percent for Asians, 80.6 percent for Multi-Racial, and 88.3 percent for Whites.
- By the end of the 2000-01 school year, the percentages passing for tenth graders were 72.2 percent for Hispanics, 82.9 percent for Blacks, 82.9 percent for Asians, 86.2 percent for American Indians, 89.0 percent for Multi-Racial, and 94.0 percent for Whites.
- By the end of the 2000-01 school year, the percentages passing for eleventh graders were 83.2 percent for Hispanics, 87.0 percent for Blacks, 88.6 percent for Asians, 89.6 percent for American Indians, 90.7 percent for Multi-Racial, and 94.7 percent for Whites.

Student Performance by Ethnicity (continued)

- By the end of the 2000-01 school year, the percentages passing for twelfth graders were 88.0 percent for Hispanics, 88.3 percent for Blacks, 90.8 percent for American Indians, 91.8 percent for Multi-Racial, 91.9 percent for Asian, and 94.4 percent for Whites.

- For the Class of 2001, the percent of students passing the proficiency requirement by ethnic subgroup from 1996-97 (cohort at grade 8) to 2000-01 (cohort at grade 12) increased significantly for the Black subgroup (from 55.0% of 25,547 students in 1996-97 to 88.3% of 17,570 students in 2000-01), the Hispanic subgroup (from 56.9 % of 1,558 students in 1996-97 to 88.0% of 1,314 students in 2000-01), and the American Indian subgroup (from 60.6% of 1,573 students in 1996-97 to 90.8% of 779 students in 2000-01). The Multi-Racial (from 74.8% of 1,052 students in 1996-97 to 91.8% of 378 students in 2000-01), the Asian (from 81.6% of 957 students in 1996-97 to 91.9% of 1,391 students in 2000-01), and White (from 84.4% of 57,421 students in 1996-97 to 94.4% of 43,084 students in 2000-01) subgroups also showed an increase in the percentage passing.

- With the exception of the Asian subgroup, the number of eligible students in the cohort participating in the administration of the computer skills tests at grade 8 in 1996-97 to grade 12 in 2000-01 decreased by ethnic subgroup. The number of eligible students decreased for the Hispanic subgroup by 15.7 percent (1,558 students in 1996-97 to 1,314 students in 2000-01); for the White subgroup by 25.0 percent (57,421 students in 1996-97 to 43,084 students in 2000-01); for the Black subgroup by 31.2 percent (25,547 students in 1996-97 to 17,570 students in 2000-01); the American Indian subgroup by 50.5 percent (1,573 students in 1996-97 to 779 students in 2000-01); and for the Multi-Racial subgroup by 64.1 percent (1,052 students in 1996-97 to 378 students in 2000-01). The number of students in the cohort for the Asian subgroup increased from 1996-97 (957 students at grade 8) to 2000-01 (1,391 students at grade 12).

Student Performance by Gender

- Females have higher passing rates than males on the North Carolina Tests of Computer Skills. At the end of the 2000-01 school year, 80.2 percent of females and 71.7 percent of males had passed at the end of grade eight. At the end of grade twelve, 94.0 percent of females and 90.8 percent of males had passed.

Performance of Students with Disabilities

- For the 2000-01 school year, 42.0 percent of 12,781 eighth-grade students with disabilities (including students identified only under Section 504) met the computer proficiency requirement. Also, for students with disabilities, 55.1 percent of 11,786 ninth-grade students, 69.9 percent of 7,383 tenth-grade students, 83.8 percent of 4,141 eleventh-grade students, and 76.6 percent of 3,466 twelfth-grade students passed.

Performance of Students Identified as Limited English Proficient

- For students identified as limited English proficient, 27.8 percent of 1,795 students in grade 8 met the computer proficiency standard in 2000-01. For the other grades in 2000-01, 34.0 percent of 1,639 students at grade 9; 56.8 percent of 847 students at grade 10; 69.5 percent of 429 students at grade 11; and 81.5 percent of 314 students at grade 12 met the computer proficiency requirement.

Eighth Graders Taking the Performance Test for the First Time in 2000-01

- In 2000-01, 99,424 eighth graders took the computer skills *performance test* for the first time. About 75.8 percent of the students passed the performance portion of the requirement on their *first attempt* in comparison to 80.1 percent in 1999-00.
- Disparities were present among subgroups. The Black (58.0%), American Indian (61.1%), and Hispanic (62.9%) subgroups had lower percentages passing the performance test than the Multi-Racial (75.7%), White (85.4%), and Asian (85.5%) subgroups. More females (79.1%) passed than males (72.7%).
- From 1999-00 to 2000-01, the percent of students passing the computer performance test decreased for all ethnic subgroups: Black (63.3% to 58.0%), American Indian (from 68.8% to 61.1%), Hispanic (69.7% to 62.9%), Other (74.8% to 67.5%), Multi-Racial (79.7% to 75.7%), Asian (87.9% to 85.5%), and White (88.4% to 85.4%).
- In general, students whose parents had more education passed than students whose parents had less education; however, students who reported parents with a four-year degree (84.1%) did slightly better than students who reported parents have a graduate degree (82.4%).

Eighth Graders Taking the Performance Test for the First Time in 2000-01 (continued)

- Students whose school computers were located in a lab setting (73.7%) had lower passing rates than students whose school computers were located in class (78.2%) or in the media center/library (77.0%).
- The percent passing for students with access to computers outside of class (85.2%) was higher than for students with no access (49.9%).
- Students who *often* have opportunities to use computers to plan, develop, or present information, activities and/or projects (85.8%), had a higher passing rate than students who have such opportunities *sometimes* (71.7%) or *never* (52.7%).
- Students who reported that they learned or used computer skills (spreadsheet, database, word processing/desktop publishing, telecommunications, multimedia) in subject areas (mathematics, science, social science, language arts, business education, other) had passing rates ranging from 71.9 percent to 86.2 percent. For students with disabilities (including students identified only under Section 504), the passing rates ranged from 45.4 percent to 61.7 percent. For students identified as limited English proficient, the passing rates ranged from 39.0 percent to 69.4 percent.
- The percent proficient of students with disabilities in the eighth grade who took the performance test for the first time decreased from 59.3 percent in 1999-00 to 48.8 percent in 2000-01.
- Data for certain classifications of disabilities (i.e., traumatic brain injured, autistic, severely/profoundly mentally disabled, multihandicapped, deaf-blind, and trainable mentally disabled) are not included in this report because fewer than 30 students participated. However, of the reported classifications of disabilities, the percent of students meeting the performance standard at grade 8 decreased from 1999-00 to 2000-01 with the exception of students identified as speech-language impaired. From 1999-00 to 2000-01, the decrease occurred for students identified as educable mentally disabled (24.7% to 19.3%), behaviorally-emotionally disabled (46.7% to 38.0%), specific learning disabled (66.0% to 54.4%), and hearing impaired (75.9% to 56.8%). The percent of students identified under Section 504 who met the performance standard decreased from 72.1 percent in 1999-00 to 66.9 percent in 2000-01.
- For students identified as limited English proficient, 54.5 percent passed in 1999-00 in comparison to 48.9 percent in 2000-01.

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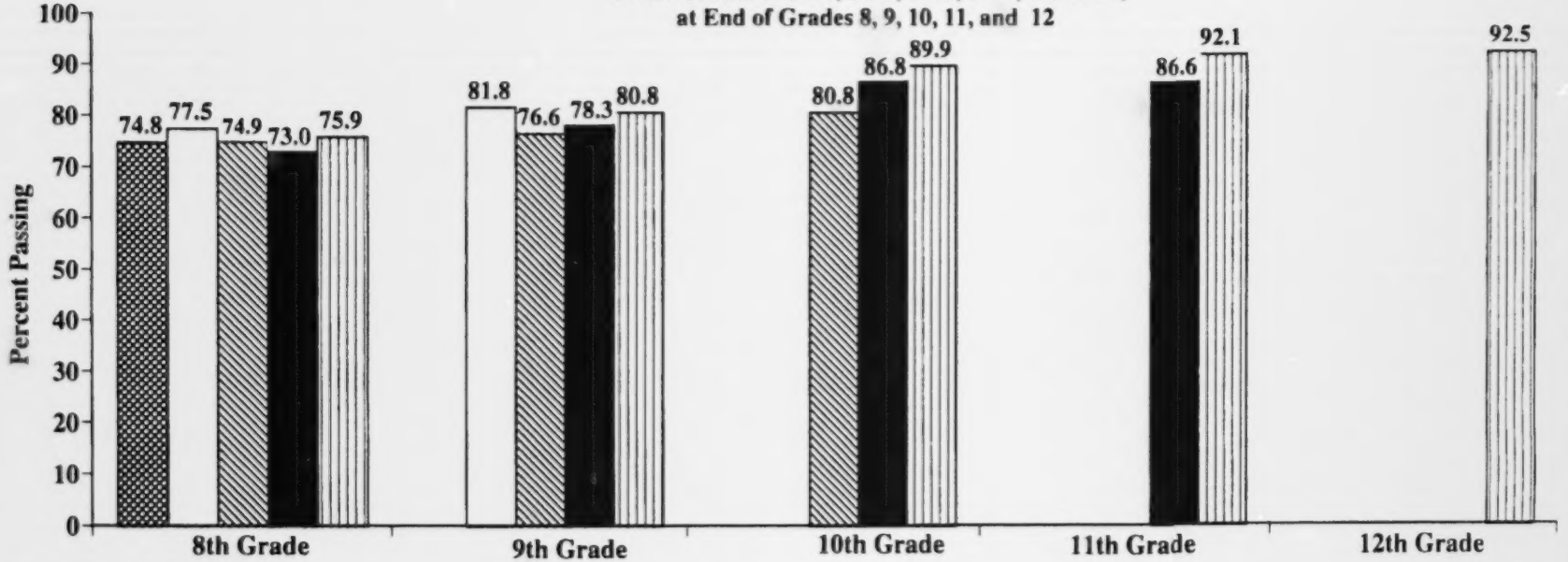
Figure 1. 1996-97 to 2000-01 North Carolina Tests of Computer Skills
Percent Passing the Standard* (Multiple-Choice and Performance)
for the Classes of 2001, 2002, 2003, 2004, and 2005,
at End of Grades 8, 9, 10, 11, and 12

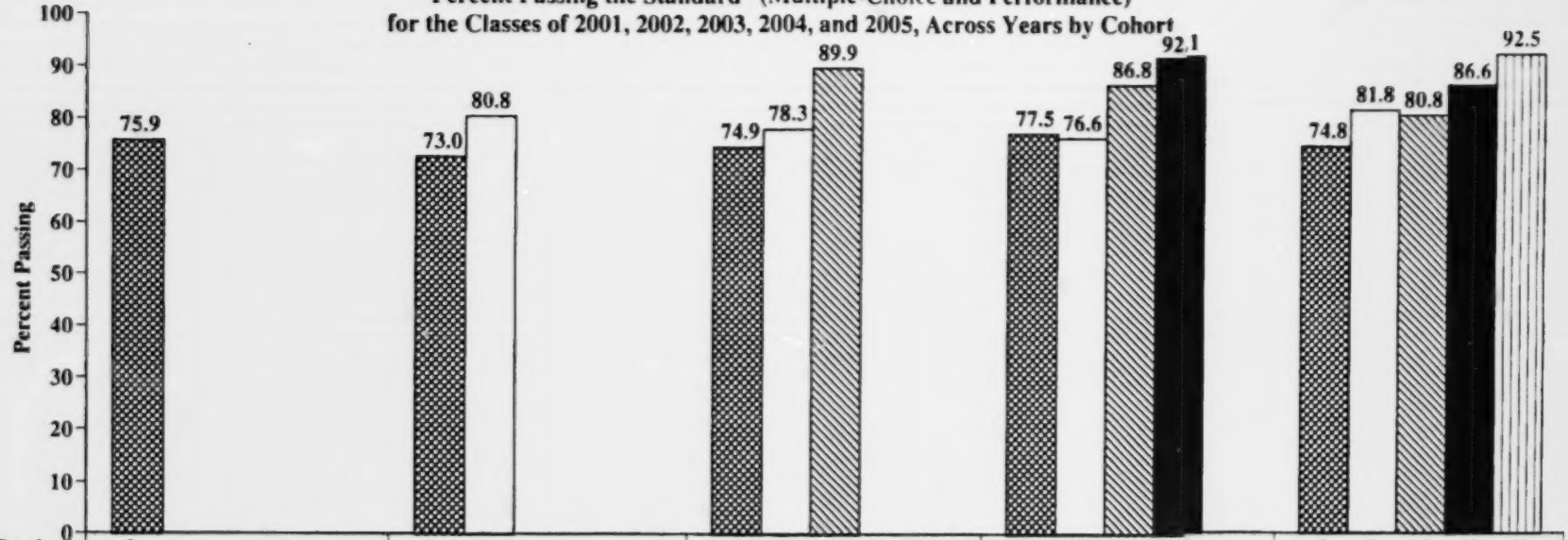


	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
1996-97	**Class of 2001** N Passing = 66,695 N Eligible = 89,217				
1997-98	**Class of 2002** N Passing = 70,480 N Eligible = 90,906	**Class of 2001** N Passing = 71,204 N Eligible = 87,061			
1998-99	**Class of 2003** N Passing = 71,457 N Eligible = 95,377	**Class of 2002** N Passing = 73,839 N Eligible = 96,431	**Class of 2001** N Passing = 64,166 N Eligible = 79,385		
1999-00	**Class of 2004** N Passing = 69,080 N Eligible = 94,620	**Class of 2003** N Passing = 78,260 N Eligible = 100,002	**Class of 2002** N Passing = 69,474 N Eligible = 80,054	**Class of 2001** N Passing = 59,195 N Eligible = 68,386	
2000-01	**Class of 2005** N Passing = 74,274 N Eligible = 97,898	**Class of 2004** N Passing = 82,613 N Eligible = 102,252	**Class of 2003** N Passing = 76,964 N Eligible = 85,592	**Class of 2002** N Passing = 65,978 N Eligible = 71,603	**Class of 2001** N Passing = 59,653 N Eligible = 64,516

1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01

Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
The bold vertical line between the years in the legend indicates that the edition of the tests changed.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Figure 2. 1996-97 to 2000-01 North Carolina Tests of Computer Skills
Percent Passing the Standard* (Multiple-Choice and Performance)
for the Classes of 2001, 2002, 2003, 2004, and 2005, Across Years by Cohort

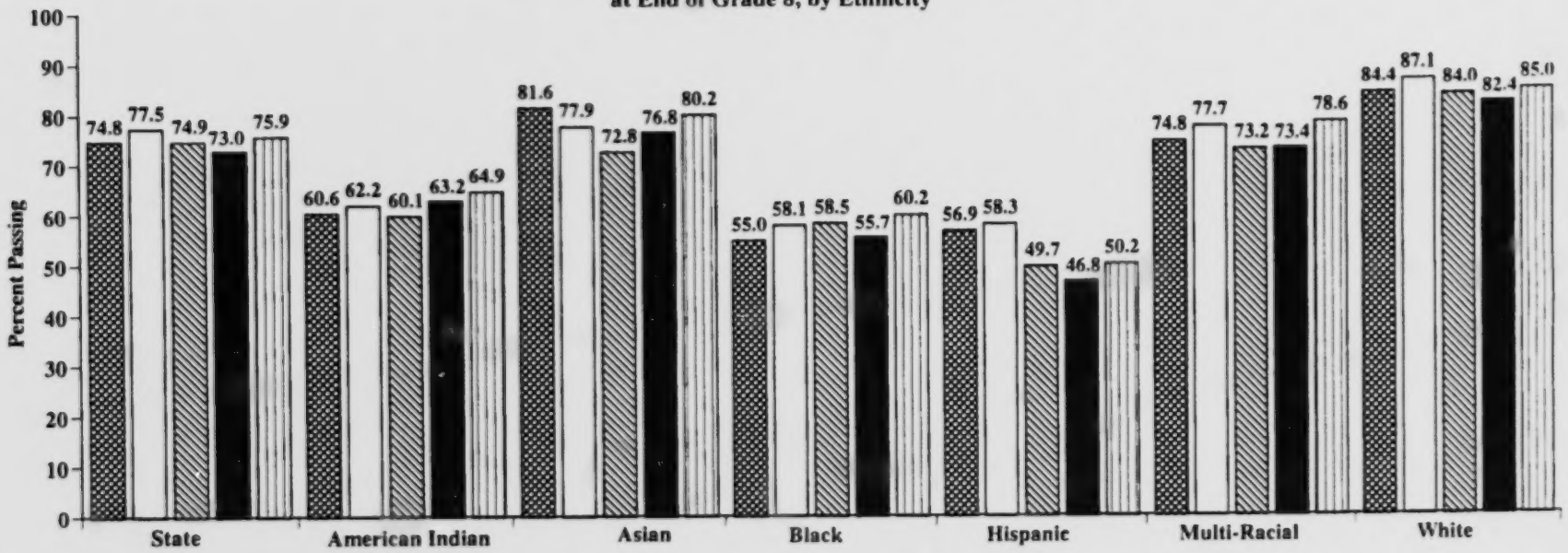


1996-97				Class of 2001 (In Grade 8) N Passing = 66,695 N Eligible = 89,217
1997-98			Class of 2002 (In Grade 8) N Passing = 70,480 N Eligible = 90,906	Class of 2001 (In Grade 9) N Passing = 71,204 N Eligible = 87,061
1998-99		Class of 2003 (In Grade 8) N Passing = 71,457 N Eligible = 95,377	Class of 2002 (In Grade 9) N Passing = 73,839 N Eligible = 96,431	Class of 2001 (In Grade 10) N Passing = 64,166 N Eligible = 79,385
1999-00	Class of 2004 (In Grade 8) N Passing = 69,080 N Eligible = 94,620	Class of 2003 (In Grade 9) N Passing = 78,260 N Eligible = 100,002	Class of 2002 (In Grade 10) N Passing = 69,474 N Eligible = 80,054	Class of 2001 (In Grade 11) N Passing = 59,195 N Eligible = 68,386
2000-01	Class of 2005 (In Grade 8) N Passing = 74,274 N Eligible = 97,898	Class of 2004 (In Grade 9) N Passing = 82,613 N Eligible = 102,252	Class of 2003 (In Grade 10) N Passing = 76,964 N Eligible = 85,592	Class of 2002 (In Grade 11) N Passing = 65,978 N Eligible = 71,603	Class of 2001 (In Grade 12) N Passing = 59,653 N Eligible = 64,516

Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12

Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

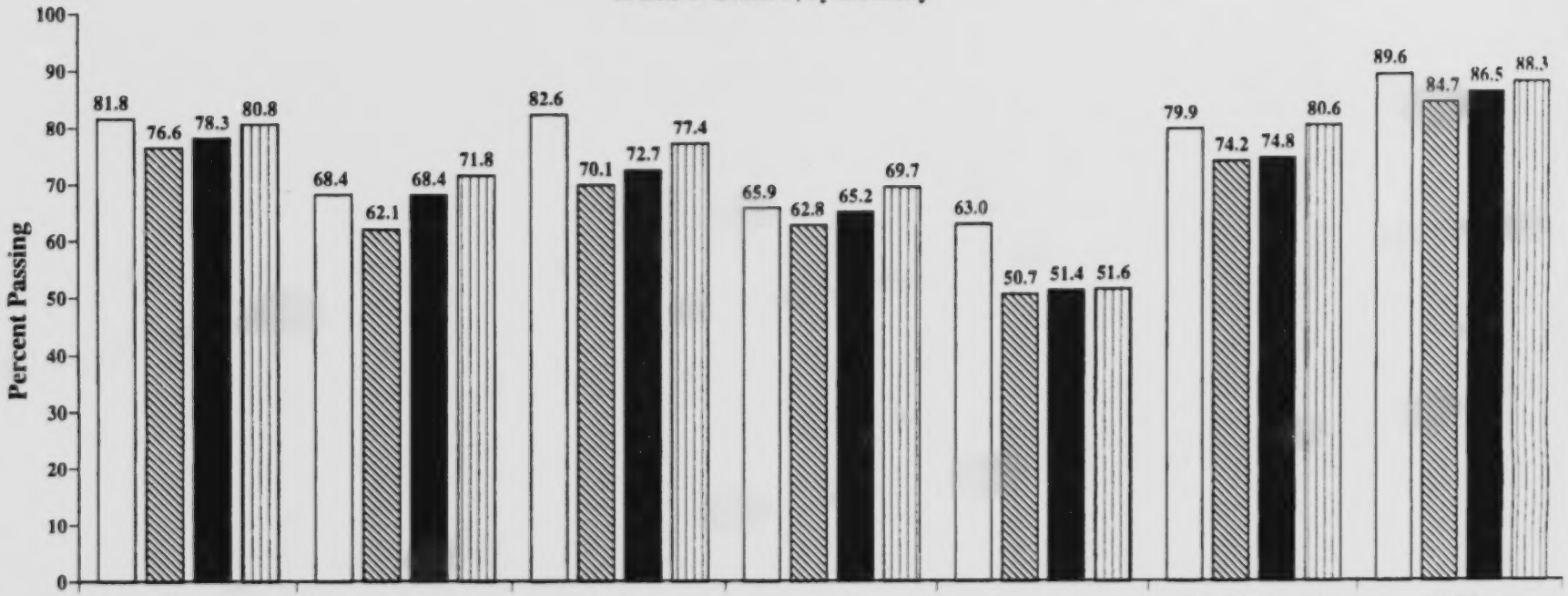
Figure 3. 1996-97 to 2000-01 North Carolina Tests of Computer Skills
Percent Passing the Standard* (Multiple-Choice and Performance)
for the Classes of 2001, 2002, 2003, 2004, and 2005,
at End of Grade 8, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1996-97 Class of 2001	N Passing = 66,695 N Eligible = 89,217	N Passing = 954 N Eligible = 1,573	N Passing = 781 N Eligible = 957	N Passing = 14,054 N Eligible = 25,547	N Passing = 886 N Eligible = 1,558	N Passing = 787 N Eligible = 1,052	N Passing = 48,491 N Eligible = 57,421
1997-98 Class of 2002	N Passing = 70,480 N Eligible = 90,906	N Passing = 867 N Eligible = 1,394	N Passing = 1,120 N Eligible = 1,437	N Passing = 14,794 N Eligible = 25,467	N Passing = 1,155 N Eligible = 1,982	N Passing = 962 N Eligible = 1,238	N Passing = 51,282 N Eligible = 58,910
1998-99 Class of 2003	N Passing = 71,457 N Eligible = 95,377	N Passing = 861 N Eligible = 1,433	N Passing = 1,212 N Eligible = 1,664	N Passing = 16,422 N Eligible = 28,071	N Passing = 1,303 N Eligible = 2,622	N Passing = 469 N Eligible = 641	N Passing = 51,176 N Eligible = 60,924
1999-00 Class of 2004	N Passing = 69,080 N Eligible = 94,620	N Passing = 886 N Eligible = 1,402	N Passing = 1,292 N Eligible = 1,683	N Passing = 15,347 N Eligible = 27,559	N Passing = 1,415 N Eligible = 3,024	N Passing = 548 N Eligible = 747	N Passing = 49,591 N Eligible = 60,204
2000-01 Class of 2005	N Passing = 74,274 N Eligible = 97,898	N Passing = 981 N Eligible = 1,512	N Passing = 1,395 N Eligible = 1,740	N Passing = 17,347 N Eligible = 28,820	N Passing = 1,956 N Eligible = 3,897	N Passing = 779 N Eligible = 991	N Passing = 51,816 N Eligible = 60,938

Notes *These data represent the highest test score of each student for all test administrations in which the student participated.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
The bold vertical line between the years in the legend indicates that the edition of the tests changed.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section
2000-01 N.C. Tests of Computer Skills Report

Figure 4. 1997-98 to 2000-01 North Carolina Tests of Computer Skills
Percent Passing the Standard* (Multiple-Choice and Performance)
for the Classes of 2001, 2002, 2003, and 2004,
at End of Grade 9, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98 Class of 2001	N Passing = 71,204 N Eligible = 87,061	N Passing = 1,021 N Eligible = 1,492	N Passing = 1,037 N Eligible = 1,255	N Passing = 15,895 N Eligible = 24,113	N Passing = 1,080 N Eligible = 1,714	N Passing = 858 N Eligible = 1,074	N Passing = 50,869 N Eligible = 56,795
1998-99 Class of 2002	N Passing = 73,839 N Eligible = 96,431	N Passing = 958 N Eligible = 1,542	N Passing = 1,237 N Eligible = 1,764	N Passing = 18,105 N Eligible = 28,809	N Passing = 1,265 N Eligible = 2,495	N Passing = 446 N Eligible = 601	N Passing = 51,819 N Eligible = 61,200
1999-00 Class of 2003	N Passing = 78,260 N Eligible = 100,002	N Passing = 1,022 N Eligible = 1,495	N Passing = 1,366 N Eligible = 1,878	N Passing = 19,950 N Eligible = 30,586	N Passing = 1,615 N Eligible = 3,140	N Passing = 547 N Eligible = 731	N Passing = 53,756 N Eligible = 62,164
2000-01 Class of 2004	N Passing = 82,613 N Eligible = 102,252	N Passing = 1,121 N Eligible = 1,561	N Passing = 1,522 N Eligible = 1,967	N Passing = 21,334 N Eligible = 30,597	N Passing = 2,019 N Eligible = 3,911	N Passing = 721 N Eligible = 895	N Passing = 55,896 N Eligible = 63,314

1997-98 | 1998-99 | 1999-00 | 2000-01

Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
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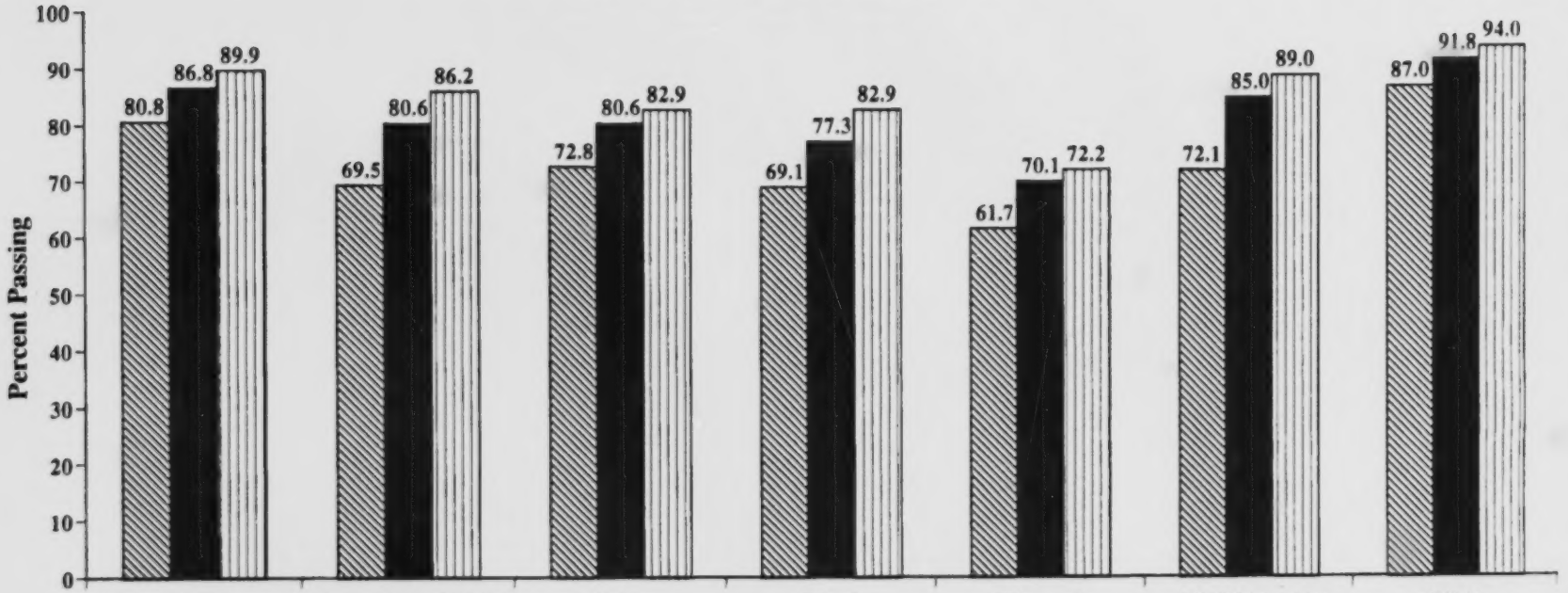
2000-01 N.C. Tests of Computer Skills Report

Figure 5. 1998-99 to 2000-01 North Carolina Tests of Computer Skills
Percent Passing the Standard* (Multiple-Choice and Performance)
for the Classes of 2001, 2002, and 2003,
at End of Grade 10, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99 Class of 2001	N Passing = 64,166 N Eligible = 79,385	N Passing = 749 N Eligible = 1,077	N Passing = 1,108 N Eligible = 1,522	N Passing = 15,652 N Eligible = 22,636	N Passing = 993 N Eligible = 1,610	N Passing = 302 N Eligible = 419	N Passing = 45,345 N Eligible = 52,092
1999-00 Class of 2002	N Passing = 69,474 N Eligible = 80,054	N Passing = 905 N Eligible = 1,123	N Passing = 1,320 N Eligible = 1,638	N Passing = 17,441 N Eligible = 22,570	N Passing = 1,285 N Eligible = 1,832	N Passing = 465 N Eligible = 547	N Passing = 48,055 N Eligible = 52,338
2000-01 Class of 2003	N Passing = 76,964 N Eligible = 85,592	N Passing = 921 N Eligible = 1,068	N Passing = 1,474 N Eligible = 1,778	N Passing = 20,010 N Eligible = 24,137	N Passing = 1,731 N Eligible = 2,396	N Passing = 615 N Eligible = 691	N Passing = 52,213 N Eligible = 55,521

1998-99 | 1999-00 | 2000-01

Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
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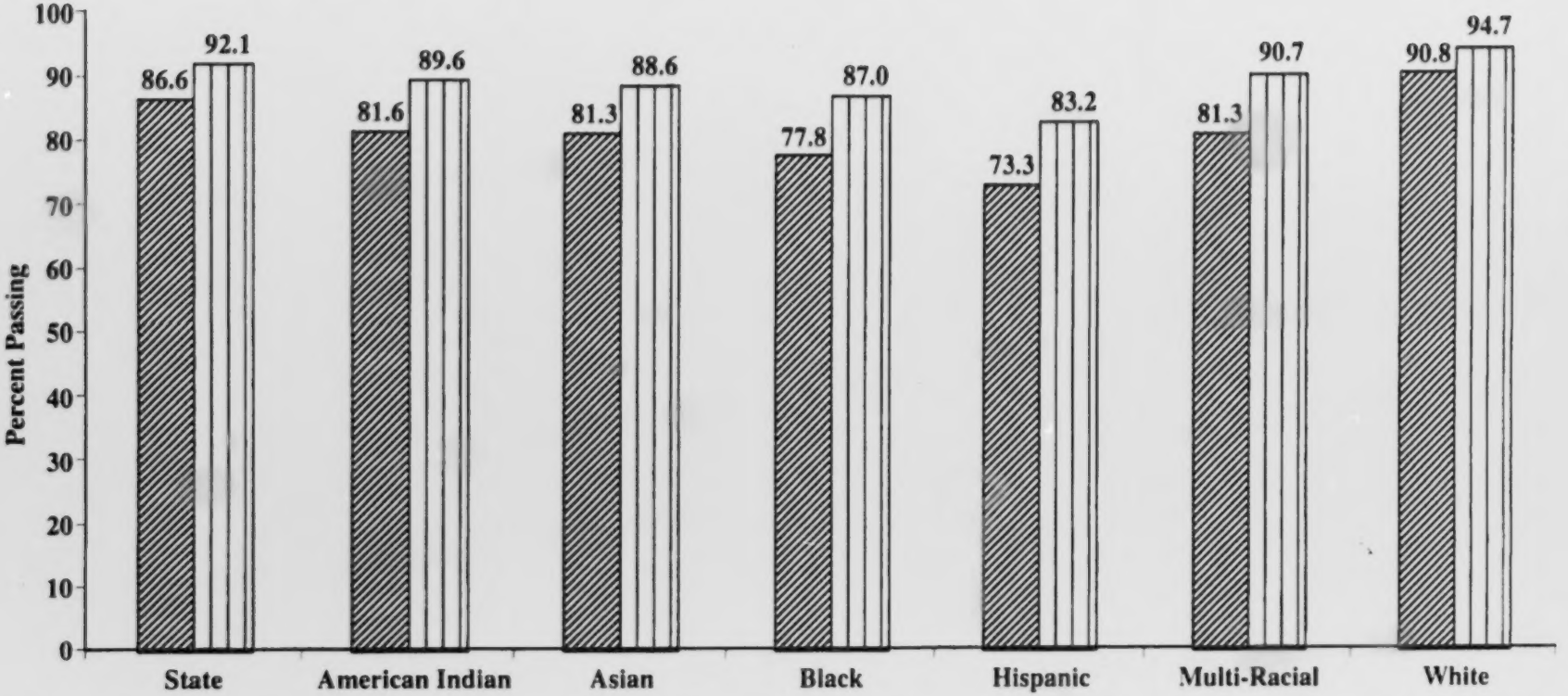
2000-01 N. C. Tests of Computer Skills Report

Figure 6. 1999-00 to 2000-01 North Carolina Tests of Computer Skills
Percent Passing the Standard* (Multiple-Choice and Performance)
for the Classes of 2001 and 2002,
at End of Grade 11, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1999-00 Class of 2001	N Passing = 59,195 N Eligible = 68,386	N Passing = 671 N Eligible = 822	N Passing = 1,137 N Eligible = 1,398	N Passing = 14,554 N Eligible = 18,699	N Passing = 1,011 N Eligible = 1,380	N Passing = 291 N Eligible = 358	N Passing = 41,530 N Eligible = 45,728
2000-01 Class of 2002	N Passing = 65,978 N Eligible = 71,603	N Passing = 744 N Eligible = 830	N Passing = 1,374 N Eligible = 1,551	N Passing = 16,497 N Eligible = 18,969	N Passing = 1,388 N Eligible = 1,669	N Passing = 488 N Eligible = 538	N Passing = 45,487 N Eligible = 48,046

1999-00 | 2000-01

Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
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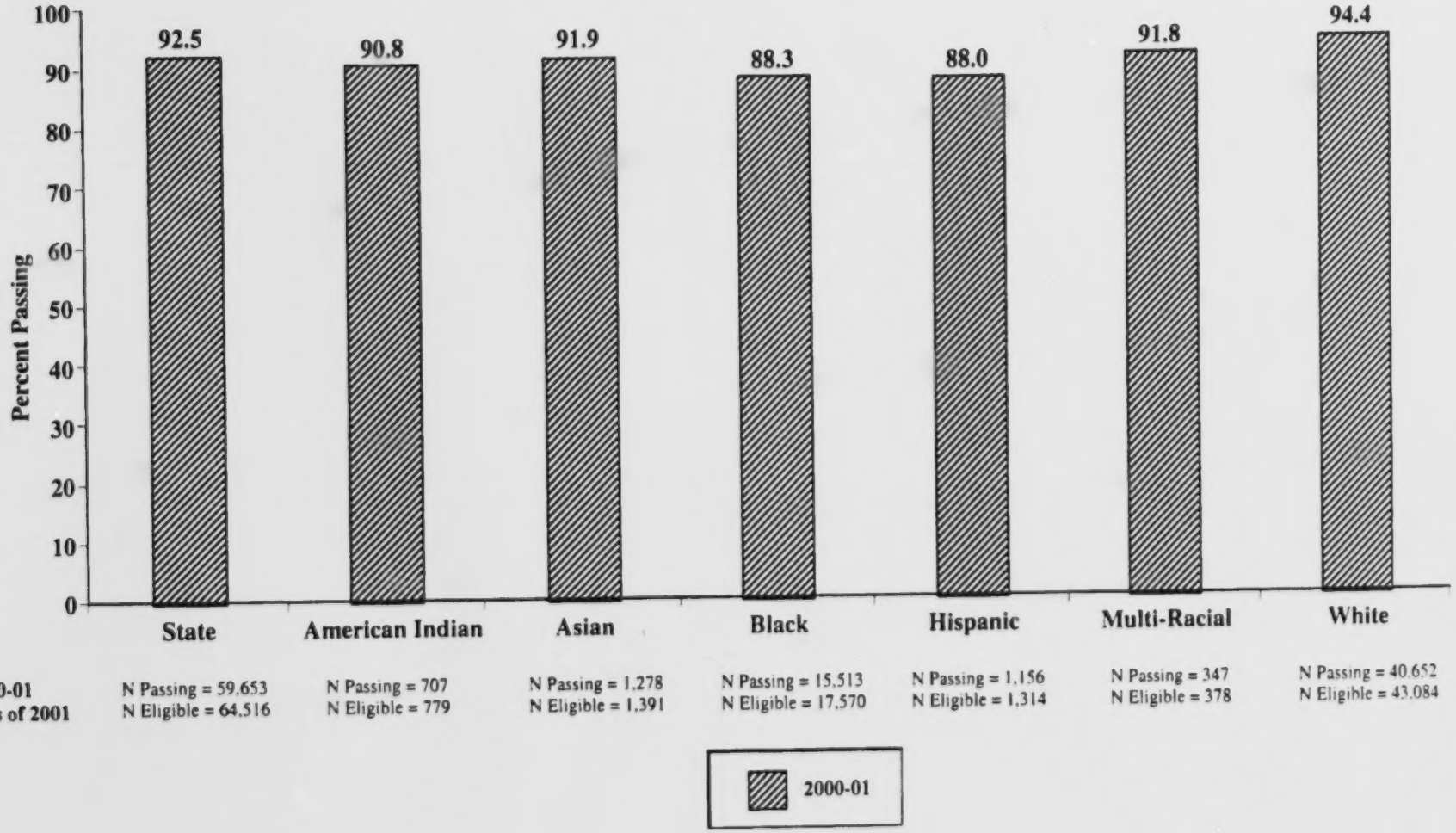
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Figure 7. 2000-01 North Carolina Tests of Computer Skills
Percent Passing the Standard* (Multiple-Choice and Performance)
for the Class of 2001,
at End of Grade 12, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
2000-01 Class of 2001	N Passing = 59,653 N Eligible = 64,516	N Passing = 707 N Eligible = 779	N Passing = 1,278 N Eligible = 1,391	N Passing = 15,513 N Eligible = 17,570	N Passing = 1,156 N Eligible = 1,314	N Passing = 347 N Eligible = 378	N Passing = 40,652 N Eligible = 43,084

Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
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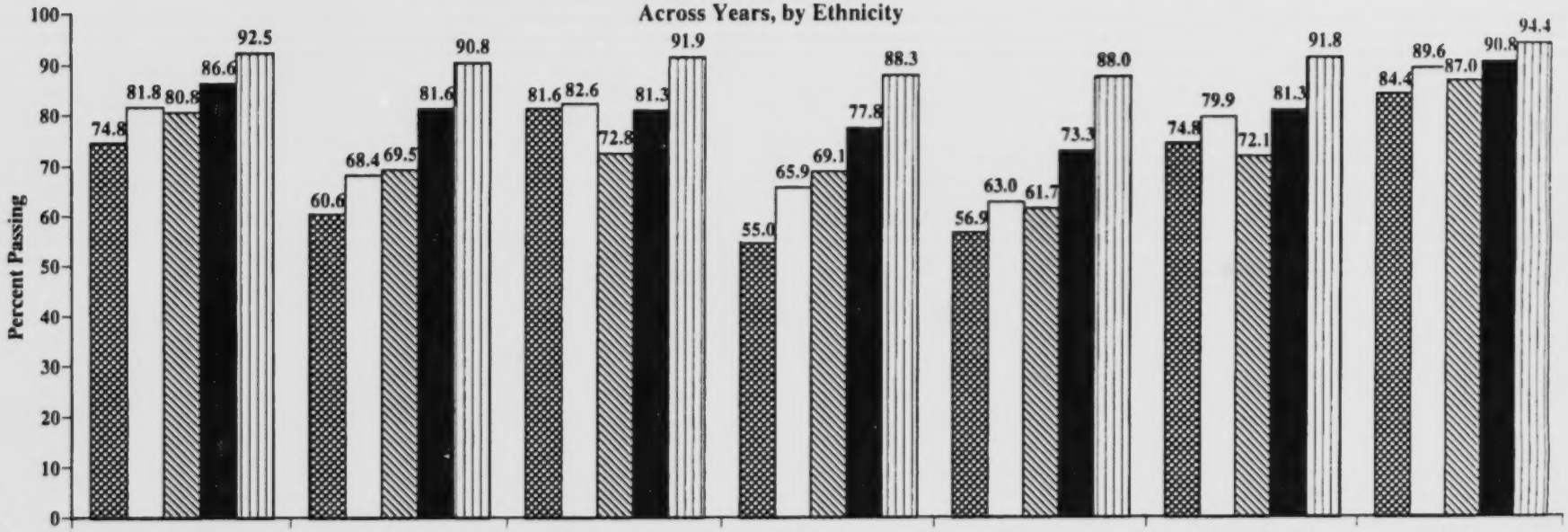
2000-01 N.C. Tests of Computer Skills Report

Figure 8. 1996-97 to 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard* (Multiple-Choice and Performance) for the Class of 2001, Across Years, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
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1997-98 (In Grade 9)	N Passing = 71,204 N Eligible = 87,061	N Passing = 1,021 N Eligible = 1,492	N Passing = 1,037 N Eligible = 1,255	N Passing = 15,895 N Eligible = 24,113	N Passing = 1,080 N Eligible = 1,714	N Passing = 858 N Eligible = 1,074	N Passing = 50,869 N Eligible = 56,795
1998-99 (In Grade 10)	N Passing = 64,166 N Eligible = 79,385	N Passing = 749 N Eligible = 1,077	N Passing = 1,108 N Eligible = 1,522	N Passing = 15,652 N Eligible = 22,636	N Passing = 993 N Eligible = 1,610	N Passing = 302 N Eligible = 419	N Passing = 45,345 N Eligible = 52,092
1999-00 (In Grade 11)	N Passing = 59,195 N Eligible = 68,386	N Passing = 671 N Eligible = 822	N Passing = 1,137 N Eligible = 1,398	N Passing = 14,554 N Eligible = 18,699	N Passing = 1,011 N Eligible = 1,380	N Passing = 291 N Eligible = 358	N Passing = 41,530 N Eligible = 45,728
2000-01 (In Grade 12)	N Passing = 59,653 N Eligible = 64,516	N Passing = 707 N Eligible = 779	N Passing = 1,278 N Eligible = 1,391	N Passing = 15,513 N Eligible = 17,570	N Passing = 1,156 N Eligible = 1,314	N Passing = 347 N Eligible = 378	N Passing = 40,652 N Eligible = 43,084

Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
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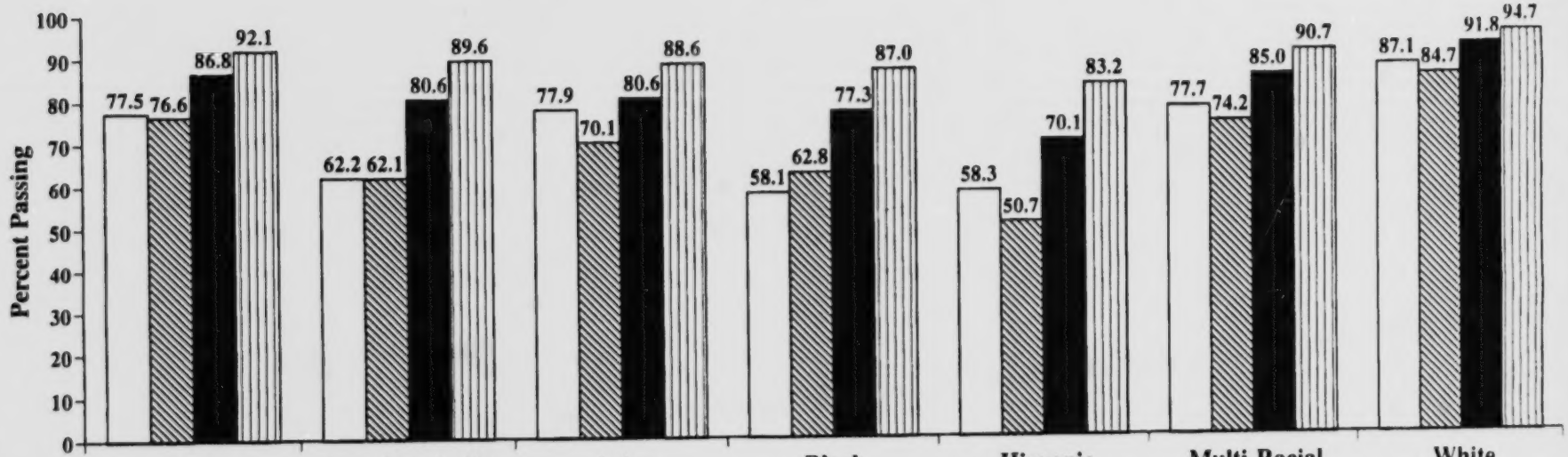
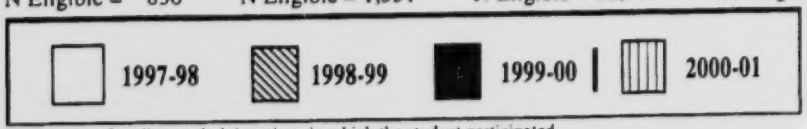
2000-01 N.C. Tests of Computer Skills Report

Figure 9. 1997-98 to 2000-01 North Carolina Tests of Computer Skills
Percent Passing the Standard* (Multiple-Choice and Performance)
for the Class of 2002,
Across Years, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98 (In Grade 8)	N Passing = 70,480 N Eligible = 90,906	N Passing = 867 N Eligible = 1,394	N Passing = 1,120 N Eligible = 1,437	N Passing = 14,794 N Eligible = 25,467	N Passing = 1,155 N Eligible = 1,982	N Passing = 962 N Eligible = 1,238	N Passing = 51,282 N Eligible = 58,910
1998-99 (In Grade 9)	N Passing = 73,839 N Eligible = 96,431	N Passing = 958 N Eligible = 1,542	N Passing = 1,237 N Eligible = 1,764	N Passing = 18,105 N Eligible = 28,809	N Passing = 1,265 N Eligible = 2,495	N Passing = 446 N Eligible = 601	N Passing = 51,819 N Eligible = 61,200
1999-00 (In Grade 10)	N Passing = 69,474 N Eligible = 80,054	N Passing = 905 N Eligible = 1,123	N Passing = 1,320 N Eligible = 1,638	N Passing = 17,441 N Eligible = 22,570	N Passing = 1,285 N Eligible = 1,832	N Passing = 465 N Eligible = 547	N Passing = 48,055 N Eligible = 52,338
2000-01 (In Grade 11)	N Passing = 65,978 N Eligible = 71,603	N Passing = 744 N Eligible = 830	N Passing = 1,374 N Eligible = 1,551	N Passing = 16,497 N Eligible = 18,969	N Passing = 1,388 N Eligible = 1,669	N Passing = 488 N Eligible = 538	N Passing = 45,487 N Eligible = 48,046



Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
The bold vertical line between the years in the legend indicates that the edition of the tests changed.
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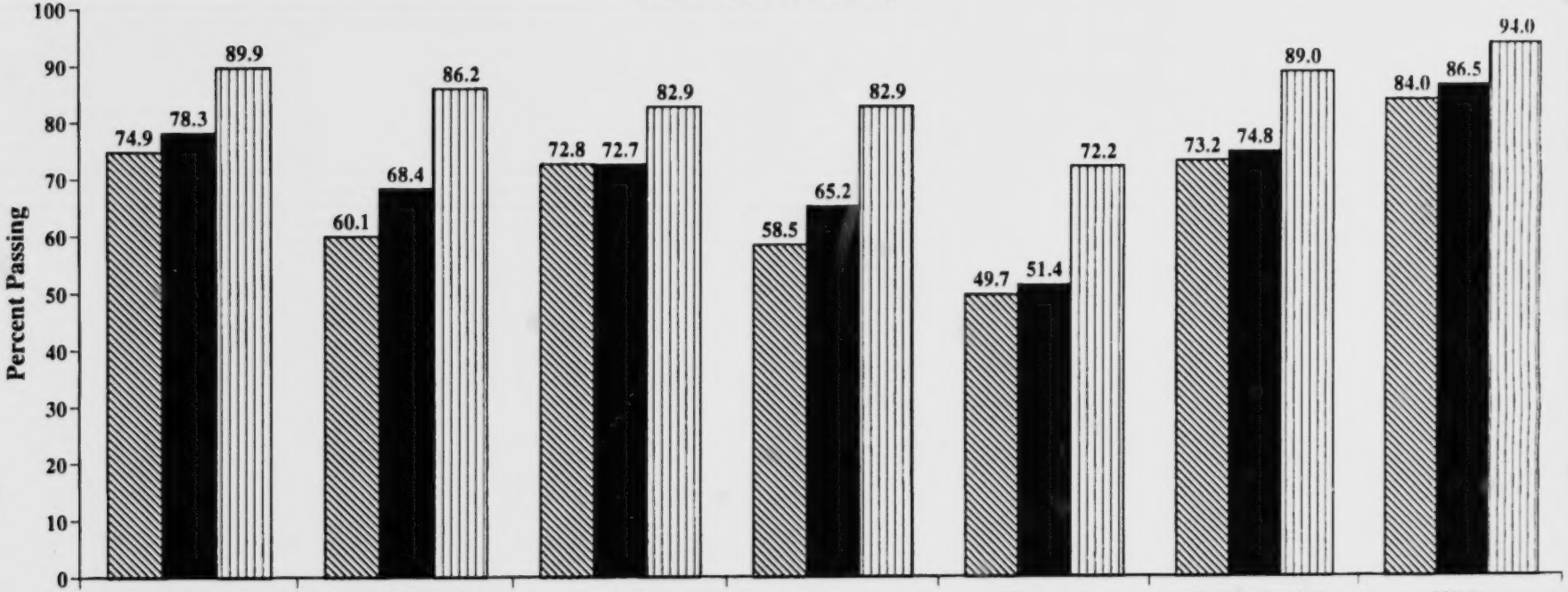
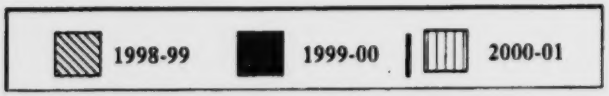
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Figure 10. 1998-99 to 2000-01 North Carolina Tests of Computer Skills
Percent Passing the Standard* (Multiple-Choice and Performance)
for the Class of 2003,
Across Years, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99	N Passing = 71,457	N Passing = 861	N Passing = 1,212	N Passing = 16,422	N Passing = 1,303	N Passing = 469	N Passing = 51,176
(In Grade 8)	N Eligible = 95,377	N Eligible = 1,433	N Eligible = 1,664	N Eligible = 28,071	N Eligible = 2,622	N Eligible = 641	N Eligible = 60,924
1999-00	N Passing = 78,260	N Passing = 1,022	N Passing = 1,366	N Passing = 19,950	N Passing = 1,615	N Passing = 547	N Passing = 53,756
(In Grade 9)	N Eligible = 100,002	N Eligible = 1,495	N Eligible = 1,878	N Eligible = 30,586	N Eligible = 3,140	N Eligible = 731	N Eligible = 62,164
2000-01	N Passing = 76,964	N Passing = 921	N Passing = 1,474	N Passing = 20,010	N Passing = 1,731	N Passing = 615	N Passing = 52,213
(In Grade 10)	N Eligible = 85,592	N Eligible = 1,068	N Eligible = 1,778	N Eligible = 24,137	N Eligible = 2,396	N Eligible = 691	N Eligible = 55,521



Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
The bold vertical line between the years in the legend indicates that the edition of the tests changed.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
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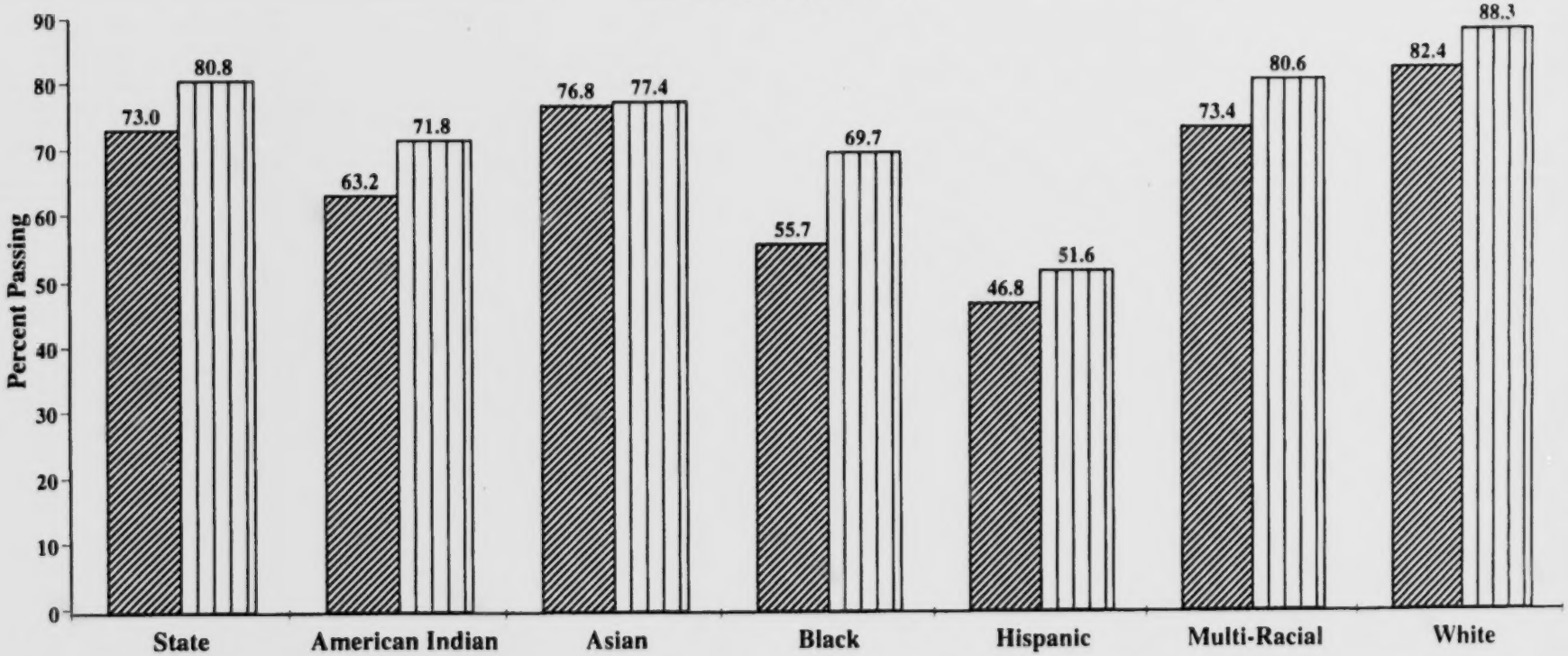
Figure 11. 1999-00 to 2000-01 North Carolina Tests of Computer Skills
Percent Passing the Standard* (Multiple-Choice and Performance)
for the Class of 2004,
Across Years, by Ethnicity

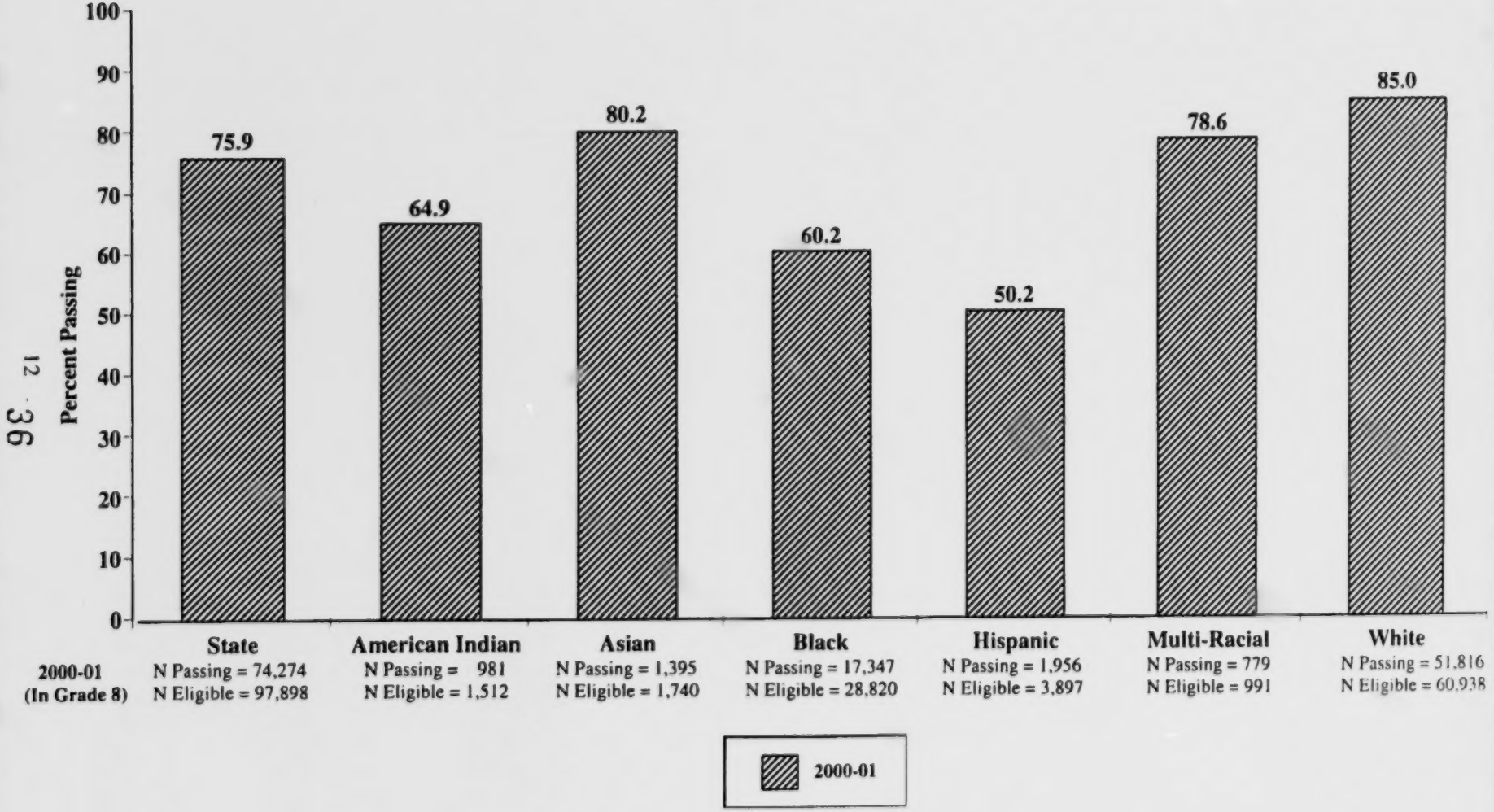


	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1999-00 (In Grade 8)	N Passing = 69,080 N Eligible = 94,620	N Passing = 886 N Eligible = 1,402	N Passing = 1,292 N Eligible = 1,683	N Passing = 15,347 N Eligible = 27,559	N Passing = 1,415 N Eligible = 3,024	N Passing = 548 N Eligible = 747	N Passing = 49,591 N Eligible = 60,204
2000-01 (In Grade 9)	N Passing = 82,613 N Eligible = 102,252	N Passing = 1,121 N Eligible = 1,561	N Passing = 1,522 N Eligible = 1,967	N Passing = 21,334 N Eligible = 30,597	N Passing = 2,019 N Eligible = 3,911	N Passing = 721 N Eligible = 895	N Passing = 55,896 N Eligible = 63,314

1999-00 | 2000-01

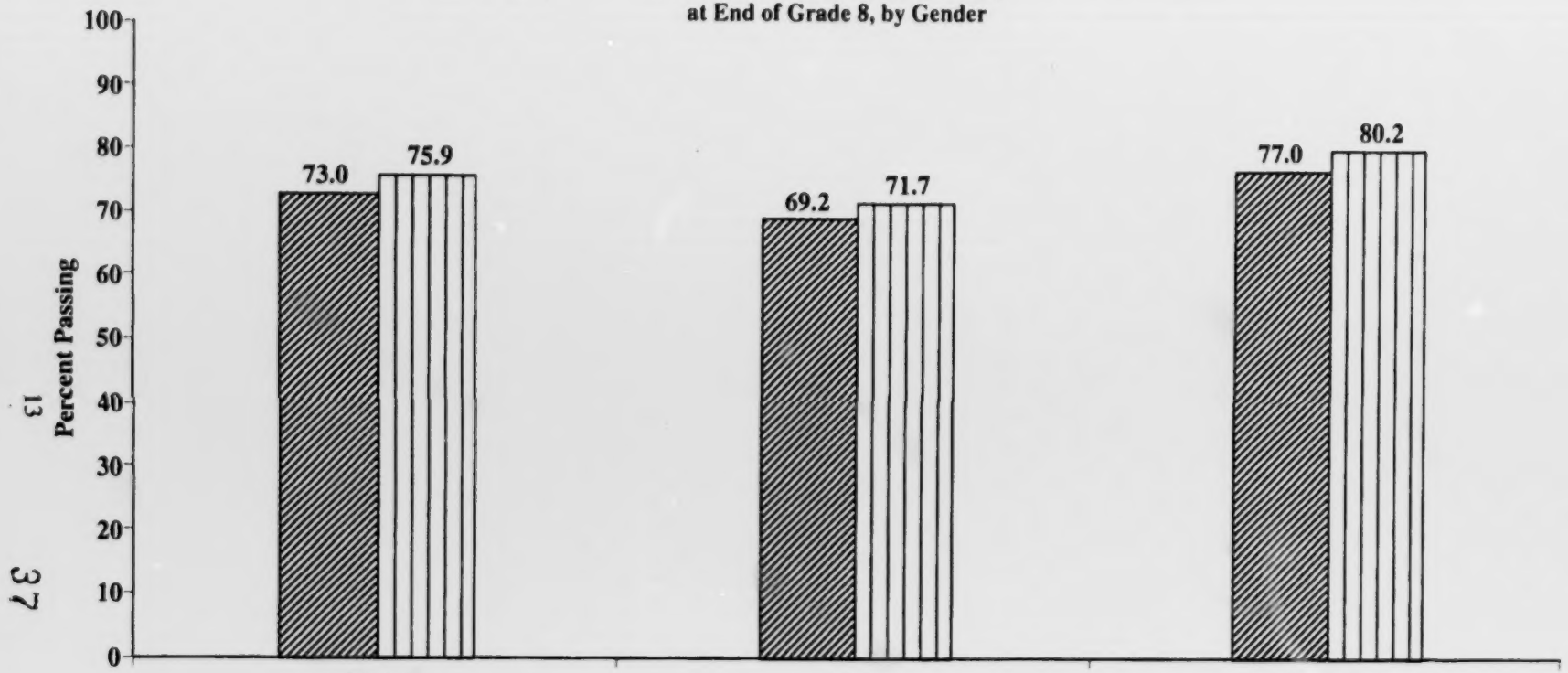
Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
The bold vertical line between the years in the legend indicates that the edition of the tests changed.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Figure 12. 2000-01 North Carolina Tests of Computer Skills
Percent Passing the Standard* (Multiple-Choice and Performance)
for the Class of 2005,
Across Years, by Ethnicity



Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Figure 13. 1999-00 to 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard* (Multiple-Choice and Performance) for the Classes of 2004 and 2005, at End of Grade 8, by Gender



	State	Male	Female
1999-00 Class of 2004	N Passing = 69,080 N Eligible = 94,620	N Passing = 33,326 N Eligible = 48,170	N Passing = 35,754 N Eligible = 46,450
2000-01 Class of 2005	N Passing = 74,274 N Eligible = 97,898	N Passing = 35,672 N Eligible = 49,737	N Passing = 38,602 N Eligible = 48,161

1999-00 | 2000-01

Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
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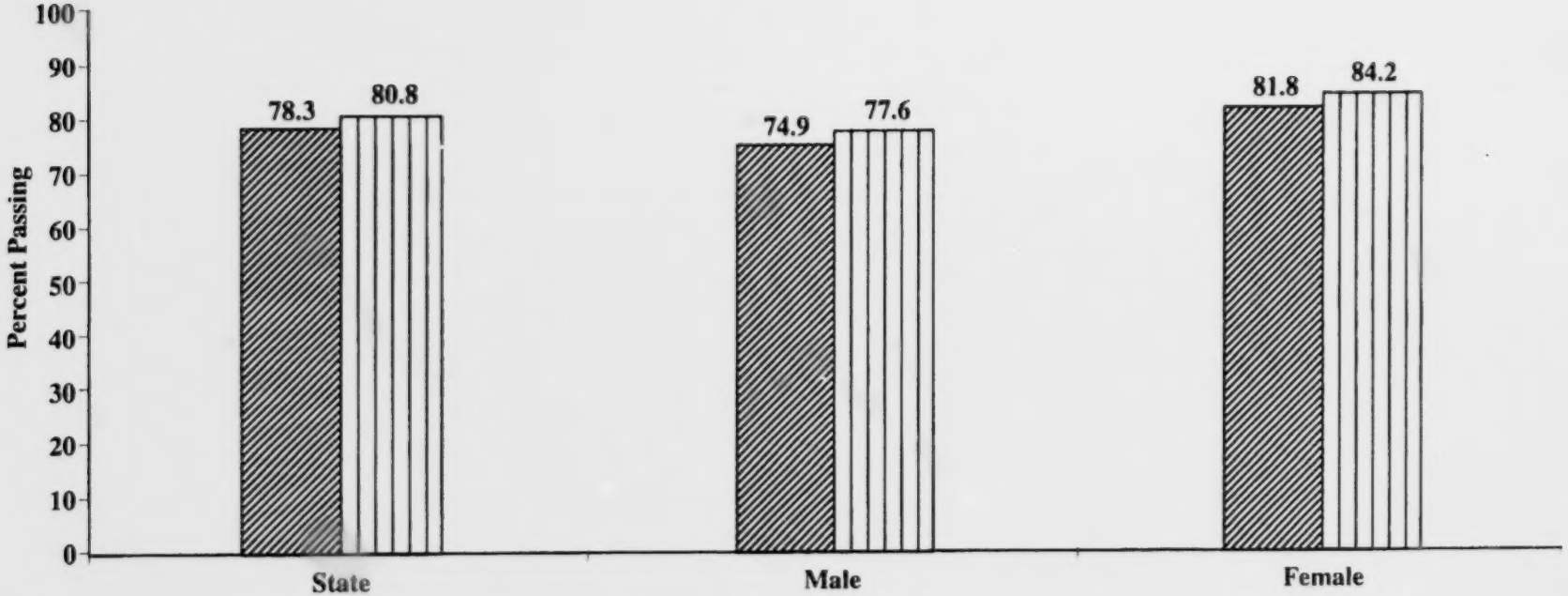
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests for Computer Skills Report

Figure 14. 1999-00 to 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard* (Multiple-Choice and Performance) for the Classes of 2003 and 2004, at End of Grade 9, by Gender



	State	Male	Female
1999-00 Class of 2003	N Passing = 78,260 N Eligible = 100,002	N Passing = 38,726 N Eligible = 51,686	N Passing = 39,534 N Eligible = 48,316
2000-01 Class of 2004	N Passing = 82,613 N Eligible = 102,252	N Passing = 41,001 N Eligible = 52,812	N Passing = 41,612 N Eligible = 49,430

1999-00 | 2000-01

Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
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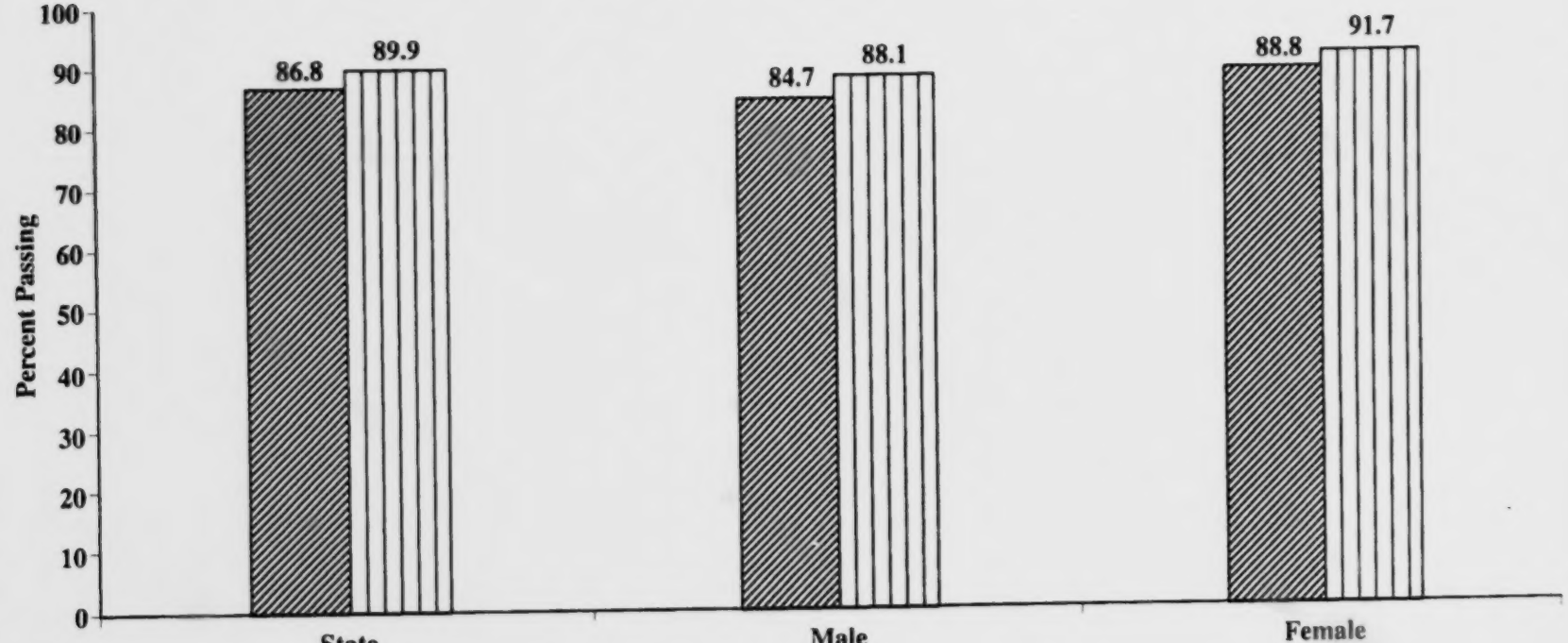
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Figure 15. 1999-00 to 2000-01 North Carolina Tests of Computer Skills
Percent Passing the Standard* (Multiple-Choice and Performance)
for the Classes of 2002 and 2003,
at End of Grade 10, by Gender



	State	Male	Female
1999-00 Class of 2002	N Passing = 69,474 N Eligible = 80,054	N Passing = 33,883 N Eligible = 39,984	N Passing = 35,590 N Eligible = 40,068
2000-01 Class of 2003	N Passing = 76,964 N Eligible = 85,592	N Passing = 37,817 N Eligible = 42,901	N Passing = 39,147 N Eligible = 42,690

1999-00 | 2000-01

Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
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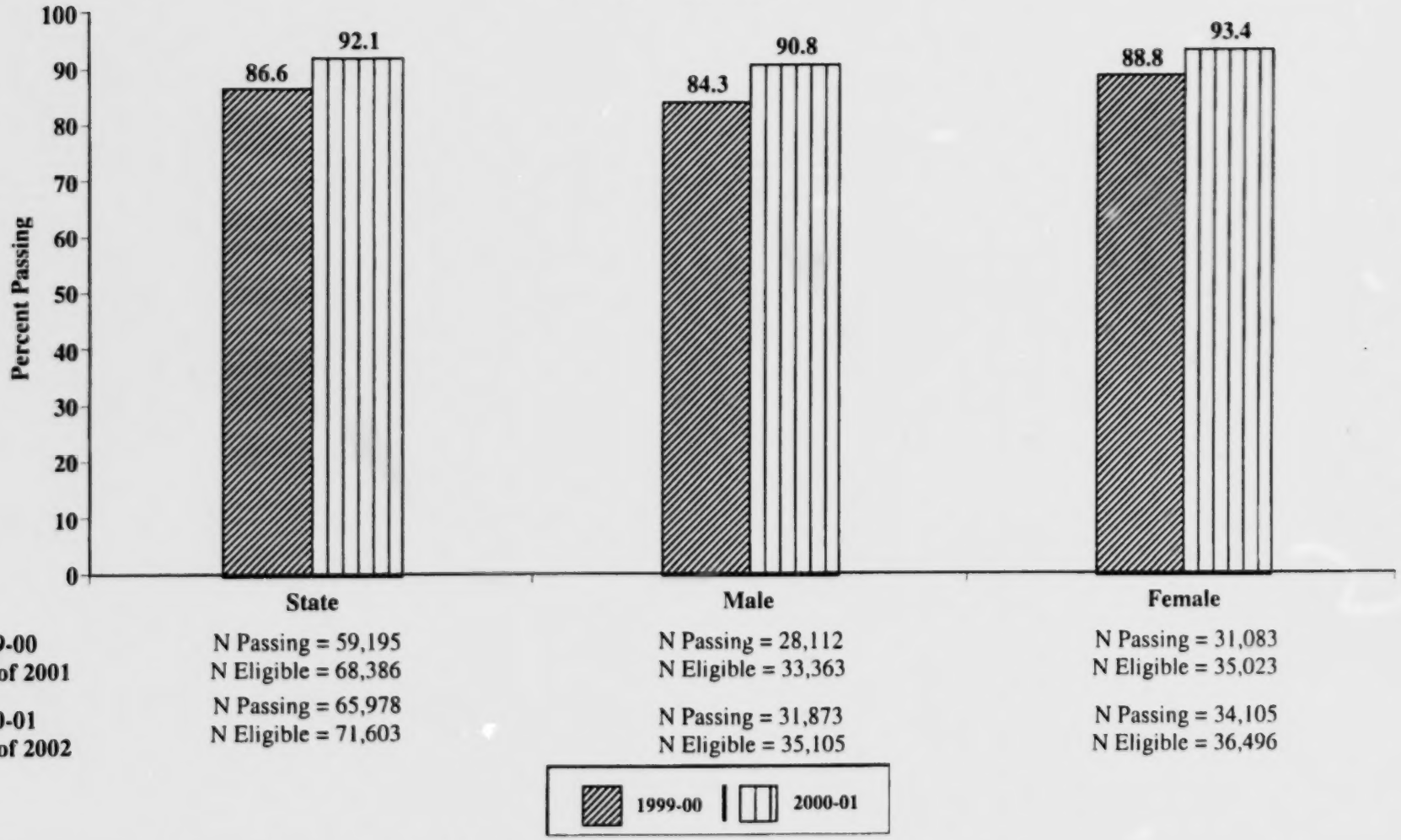
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Figure 16. 1999-00 to 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard* (Multiple-Choice and Performance) for the Classes of 2001 and 2002, at End of Grade 11, by Gender



	State	Male	Female
1999-00 Class of 2001	N Passing = 59,195 N Eligible = 68,386	N Passing = 28,112 N Eligible = 33,363	N Passing = 31,083 N Eligible = 35,023
2000-01 Class of 2002	N Passing = 65,978 N Eligible = 71,603	N Passing = 31,873 N Eligible = 35,105	N Passing = 34,105 N Eligible = 36,496

1999-00 | 2000-01

Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
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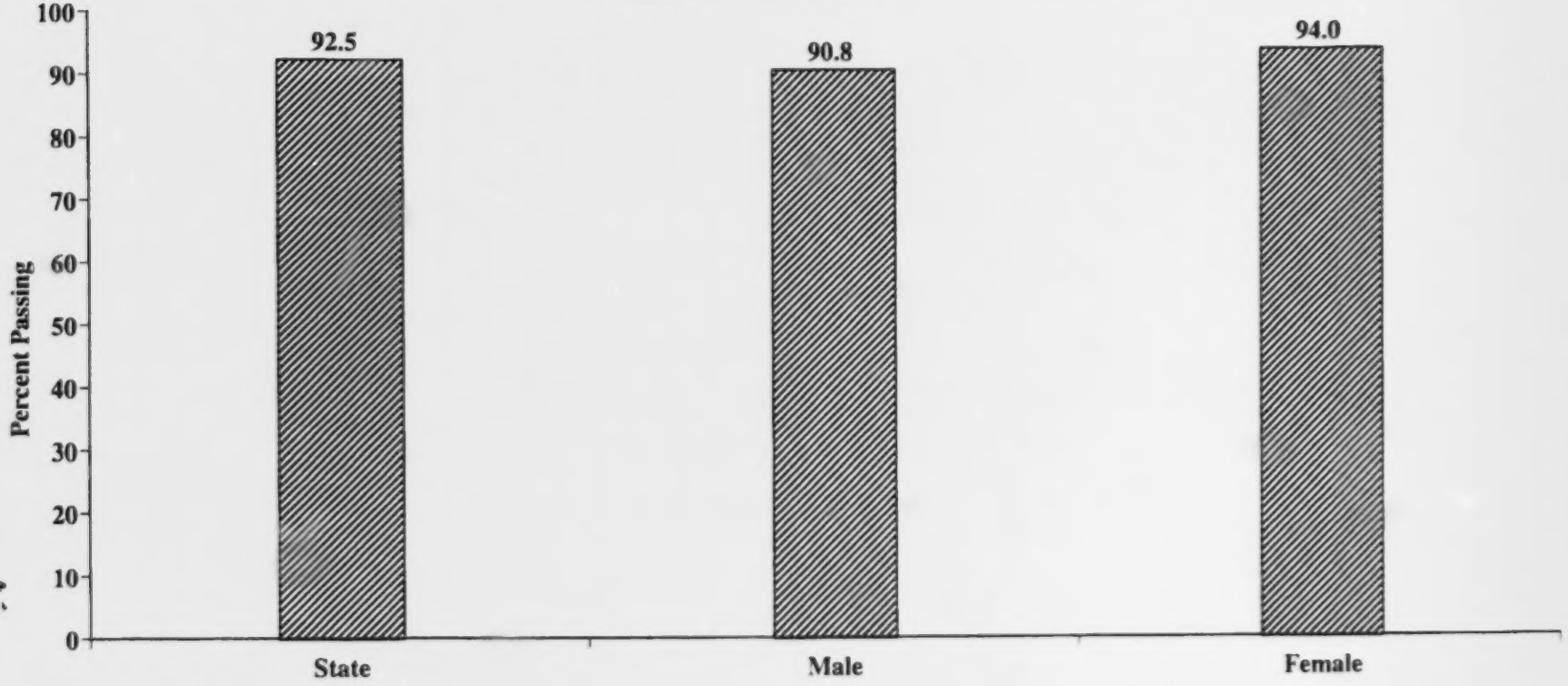
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Figure 17. 2000-01 North Carolina Tests of Computer Skills
Percent Passing the Standard* (Multiple-Choice and Performance)
for the Class of 2001,
at End of Grade 12, by Gender



2000-01 Class of 2001	N Passing = 59,653 N Eligible = 64,516	N Passing = 28,376 N Eligible = 31,248	N Passing = 31,277 N Eligible = 33,268

2000-01

Notes. *These data represent the highest test score of each student for all test administrations in which the student participated.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum. Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
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2000-01 N.C. Tests of Computer Skills Report

Table 1. 2000-01 North Carolina Tests of Computer Skills
Percent Passing the Standard[1] (Multiple Choice and Performance) by Grade
Non-Title I Schools, School-Wide Program (SWP) Schools, and Targeted Assistance Schools (TAS)

Category	Grade 8			Grade 9			Grade 10			Grade 11			Grade 12		
	Number Tested	Number Passed	Percent Proficient	Number Tested	Number Passed	Percent Proficient	Number Tested	Number Passed	Percent Proficient	Number Tested	Number Passed	Percent Proficient	Number Tested	Number Passed	Percent Proficient
Total Migrant	582	331	56.9	429	272	63.4	241	198	82.2	43	*	*	19	*	*
Non-Title I School															
Not Served by Migrant Program	68,945	53,338	77.4	70,317	58,101	82.6	60,544	55,332	91.4	58,850	55,970	95.1	24,883	23,289	93.6
Served by Migrant Program	196	61	31.1	193	106	54.9	97	68	70.1	40	28	70.0	18	*	*
School-Wide Title 1 Program															
Not Served by Migrant Program	11,884	8,068	67.9	12,315	9,705	78.8	8,265	7,402	89.6	960	832	86.7	468	419	89.5
Served by Migrant Program	185	113	61.1	213	156	73.2	134	123	91.8	1	*	*	1	*	*
Not Targeted Assistance															
Not Served by Migrant Program	4,040	3,312	82.0	4,814	4,250	88.3	4,810	4,559	94.8	95	89	93.7	57	47	82.5
Served by Migrant Program	18	*	*	16	*	*	10	*	*	2	*	*	0	*	*
Targeted Assistance															
Not Served by Migrant Program	679	387	57.0	1,180	924	78.3	497	442	88.9	15	*	*	10	*	*
Served by Migrant Program	183	147	80.3	7	*	*	0	*	*	0	*	*	0	*	*

Notes: [1] These data represent the highest test score of each student for all the test administrations in which the student participated.
* No scores are reported for groups with fewer than thirty students.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
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Table 2. 2000-01 North Carolina Tests of Computer Skills

Percent Passing the Standard[1] (Multiple-Choice and Performance)

Performance of Exceptional, Limited English Proficient, and Title I Students, Across Grades

Grades 8 - 12

Category	Grade 8			Grade 9			Grade 10			Grade 11			Grade 12		
	Number Eligible	Number Passed	Percent Proficient	Number Eligible	Number Passed	Percent Proficient	Number Eligible	Number Passed	Percent Proficient	Number Eligible	Number Passed	Percent Proficient	Number Eligible	Number Passed	Percent Proficient
All Students	97,898	74,274	75.9	102,252	82,613	80.8	85,592	76,964	89.9	71,603	65,978	92.1	64,516	59,653	92.5
All Students with Disabilities	12,781	5,373	42.0	11,786	6,493	55.1	7,383	5,163	69.9	4,141	3,471	83.8	3,466	2,654	76.6
Students with IEPs															
Behaviorally-Emotionally Disabled	1,109	293	26.4	941	404	42.9	463	288	62.2	228	148	64.9	148	102	68.9
Hearing Impaired	107	65	60.7	127	91	71.7	93	81	87.1	51	46	90.2	53	43	81.1
Educable Mentally Disabled	2,208	188	8.5	2,152	237	11.0	1,297	280	21.6	432	207	47.9	662	226	34.1
Specific Learning Disabled	6,157	3,292	53.5	6,109	4,073	66.7	3,980	3,233	81.2	2,419	2,158	89.2	1,920	1,690	88.0
Speech-Language Impaired	138	64	46.4	140	89	63.6	91	74	81.3	42	38	90.5	45	39	86.7
Visually Impaired	42	*	*	36	*	*	33	*	*	41	36	87.8	16	*	*
Other Health Impaired	1,262	636	50.4	1,050	660	62.9	595	458	77.0	395	349	88.4	271	235	86.7
Orthopedically Impaired	59	*	*	49	*	*	42	*	*	35	30	85.7	28	*	*
Traumatic Brain Injured	41	*	*	35	*	*	25	*	*	15	*	*	25	*	*
Autistic	129	*	*	6	*	*	9	*	*	16	*	*	8	*	*
Severely/Profoundly Mentally Disabled	54	*	*	0	*	*	0	*	*	0	*	*	0	*	*
Multihandicapped	102	*	*	2	*	*	0	*	*	4	*	*	0	*	*
Deaf-Blind	5	*	*	1	*	*	2	*	*	1	*	*	1	*	*
Trainable Mentally Disabled	250	*	*	0	*	*	0	*	*	0	*	*	1	*	*
Section 504	1,118	754	67.4	1,138	871	76.5	753	682	90.6	462	435	94.2	288	262	91.0
Limited English Proficient	1,795	499	27.8	1,639	558	34.0	847	481	56.8	429	298	69.5	314	256	81.5
Not Served by Title I	72,985	56,650	77.6	75,131	62,351	83.0	65,354	59,891	91.6	58,945	56,059	95.1	24,940	23,336	93.6
School-Wide Title I Program	12,069	8,181	67.8	12,528	9,861	78.7	8,399	7,525	89.6	961	833	86.7	469	420	89.6
Targeted Assistance	862	534	61.9	1,187	929	78.3	497	442	88.9	15	*	*	10	*	*
Migrant	582	331	56.9	429	272	63.4	241	198	82.2	43	*	*	19	*	*
Learning Disabled-Reading	4,247	1,948	45.9	4,012	2,371	59.1	2,503	1,855	74.1	1,643	1,350	82.2	1,141	952	83.4
Learning Disabled-Mathematics	2,788	1,057	37.9	2,573	1,362	52.9	1,685	1,176	69.8	1,124	884	78.6	819	671	81.9
Learning Disabled-Written Expression	5,369	2,802	52.2	5,229	3,435	65.7	3,363	2,677	79.6	2,018	1,711	84.8	1,471	1,278	86.9
AIG Reading	10,125	9,912	97.9	8,548	8,285	96.9	753	740	98.3	3,260	3,241	99.4	975	966	99.1
AIG Mathematics	10,071	9,826	97.6	8,339	8,084	96.9	798	785	98.4	2,726	2,709	99.4	857	852	99.4

Notes: [1] These data represent the highest test score of each student for all test administrations in which the student participated. All variables were merged from external data sources with the Masterbuild file. Due to the challenges of merging multiple files, inconsistencies in data quality may increase from grade 8 to grade 12.

* No scores are reported for groups with fewer than thirty students. "Number Eligible" and "Number Passed" totals for "All Students with Disabilities" data include all students with answer sheets coded as having a disability.

Learning Disabled-Other is not reported because of incomplete coding.

Data for autistic, severely/profoundly mentally disabled, multihandicapped, deaf-blind, and trainable mentally disabled were combined under the Other Exceptional Classification (OEC) prior to 2000-01. OEC is no longer reported as a category starting in 2000-01.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data received from LEAs after Dec. 31, 2001 are not included in this report.

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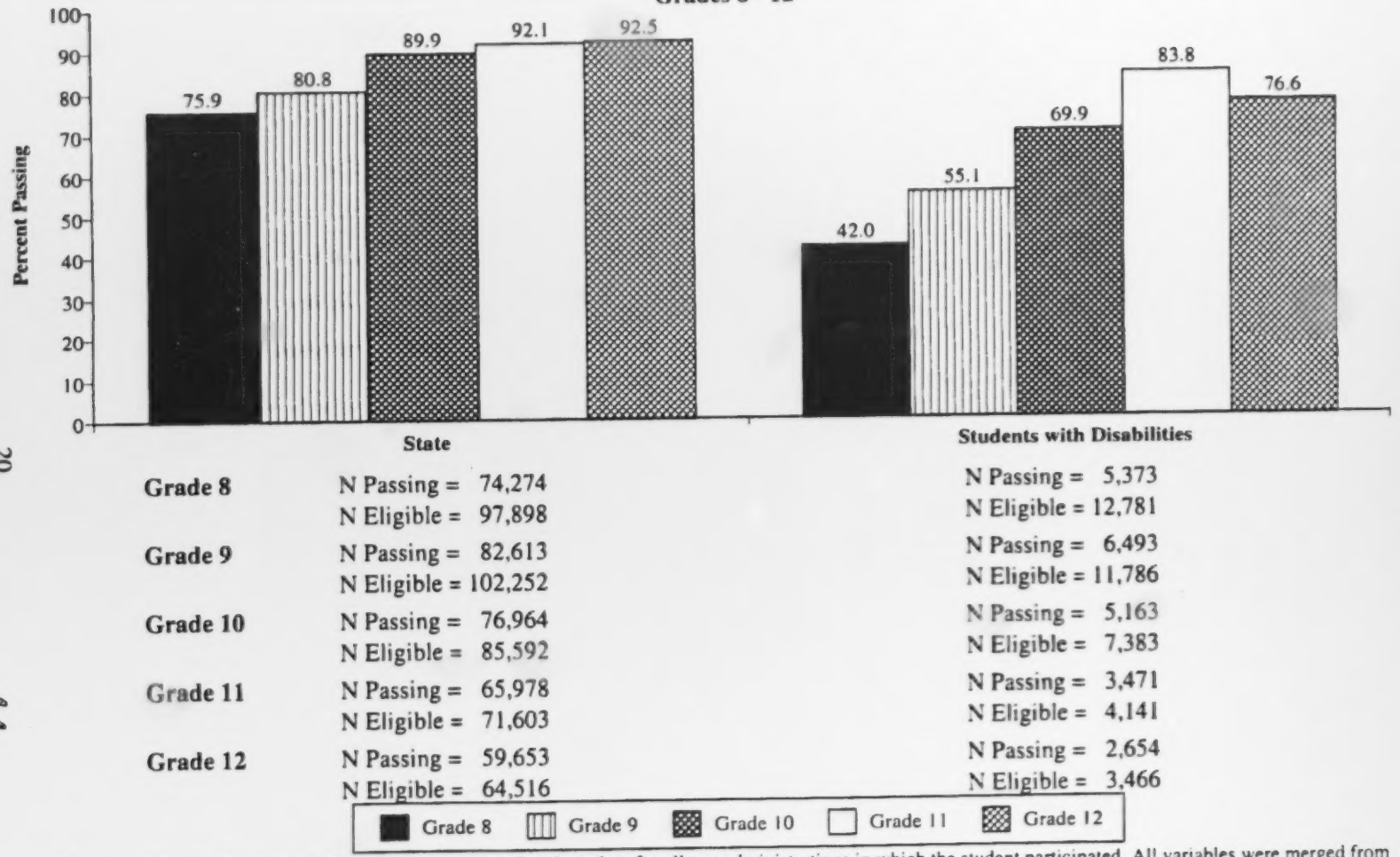
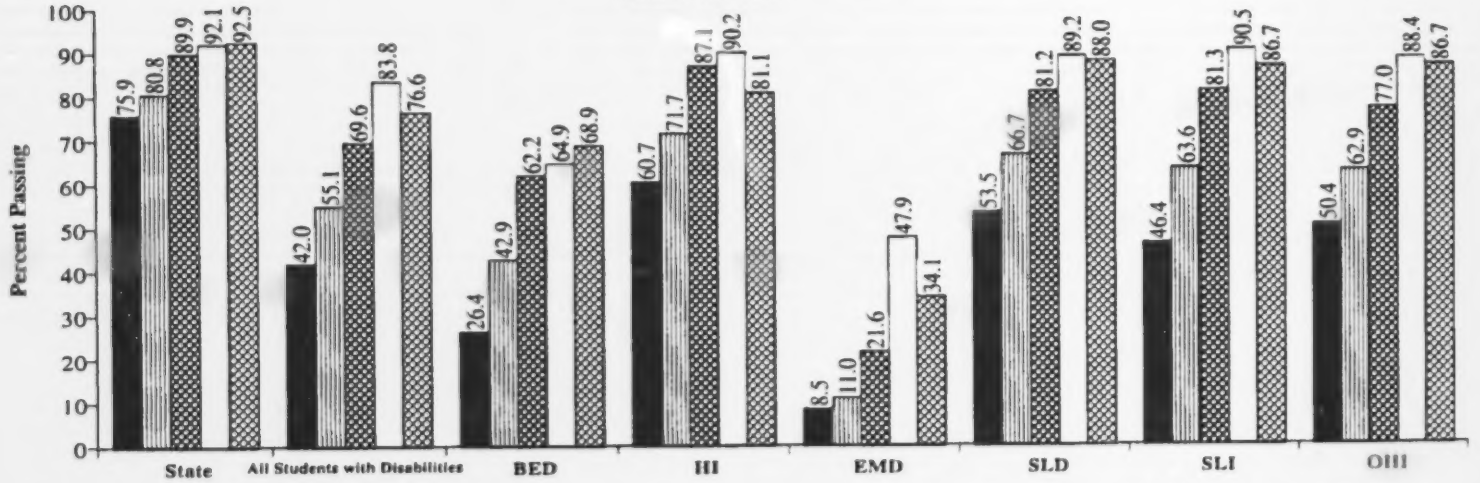
Figure 18. 2000-01 North Carolina Tests of Computer Skills
Percent Passing the Standard[1] (Multiple-Choice and Performance)
Performance of Students with Disabilities
Grades 8 - 12



	State	Students with Disabilities
Grade 8	N Passing = 74,274 N Eligible = 97,898	N Passing = 5,373 N Eligible = 12,781
Grade 9	N Passing = 82,613 N Eligible = 102,252	N Passing = 6,493 N Eligible = 11,786
Grade 10	N Passing = 76,964 N Eligible = 85,592	N Passing = 5,163 N Eligible = 7,383
Grade 11	N Passing = 65,978 N Eligible = 71,603	N Passing = 3,471 N Eligible = 4,141
Grade 12	N Passing = 59,653 N Eligible = 64,516	N Passing = 2,654 N Eligible = 3,466

Notes: These data represent the highest test score of each student for all test administrations in which the student participated. All variables were merged from external data sources with the Masterbuild file. Due to the challenges of merging multiple files, inconsistencies in data quality may increase from grade 8 to grade 12.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Figure 19. 2000-01 North Carolina Tests of Computer Skills
Percent Passing the Standard[1] (Multiple-Choice and Performance)
Performance of Students with Disabilities by Classification
Grades 8 - 12



	State	All Students with Disabilities	BED	HI	EMD	SLD	SLI	OHI
Grade 8	N Passing = 74,274 N Eligible = 97,898	N Passing = 5,373 N Eligible = 12,781	N Passing=293 N Eligible=1,109	N Passing=65 N Eligible=107	N Passing=188 N Eligible=2,208	N Passing=3,292 N Eligible=6,157	N Passing=64 N Eligible=138	N Passing=636 N Eligible=1,262
Grade 9	N Passing = 82,613 N Eligible = 102,252	N Passing = 6,493 N Eligible = 11,786	N Passing=404 N Eligible=941	N Passing=91 N Eligible=127	N Passing=237 N Eligible=2,152	N Passing=4,073 N Eligible=6,109	N Passing=89 N Eligible=140	N Passing=660 N Eligible=1,050
Grade 10	N Passing = 76,964 N Eligible = 85,592	N Passing = 5,163 N Eligible = 7,383	N Passing=288 N Eligible=463	N Passing=81 N Eligible=93	N Passing=280 N Eligible=1,297	N Passing=3,233 N Eligible=3,980	N Passing=74 N Eligible=91	N Passing=458 N Eligible=595
Grade 11	N Passing = 65,978 N Eligible = 71,603	N Passing = 3,471 N Eligible = 4,141	N Passing=148 N Eligible=228	N Passing=46 N Eligible=51	N Passing=207 N Eligible=432	N Passing=2,158 N Eligible=2,419	N Passing=38 N Eligible=42	N Passing=349 N Eligible=395
Grade 12	N Passing = 59,653 N Eligible = 64,516	N Passing = 2,654 N Eligible = 3,466	N Passing=102 N Eligible=148	N Passing=43 N Eligible=53	N Passing=226 N Eligible=662	N Passing=1,690 N Eligible=1,920	N Passing=39 N Eligible=45	N Passing=235 N Eligible=271

Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

BED - Behaviorally-Emotionally Disabled HI - Hearing Impaired EMD - Educable Mentally Disabled
SLD - Specific Learning Disabled SLI - Speech-Language Impaired OHI - Other Health Impaired

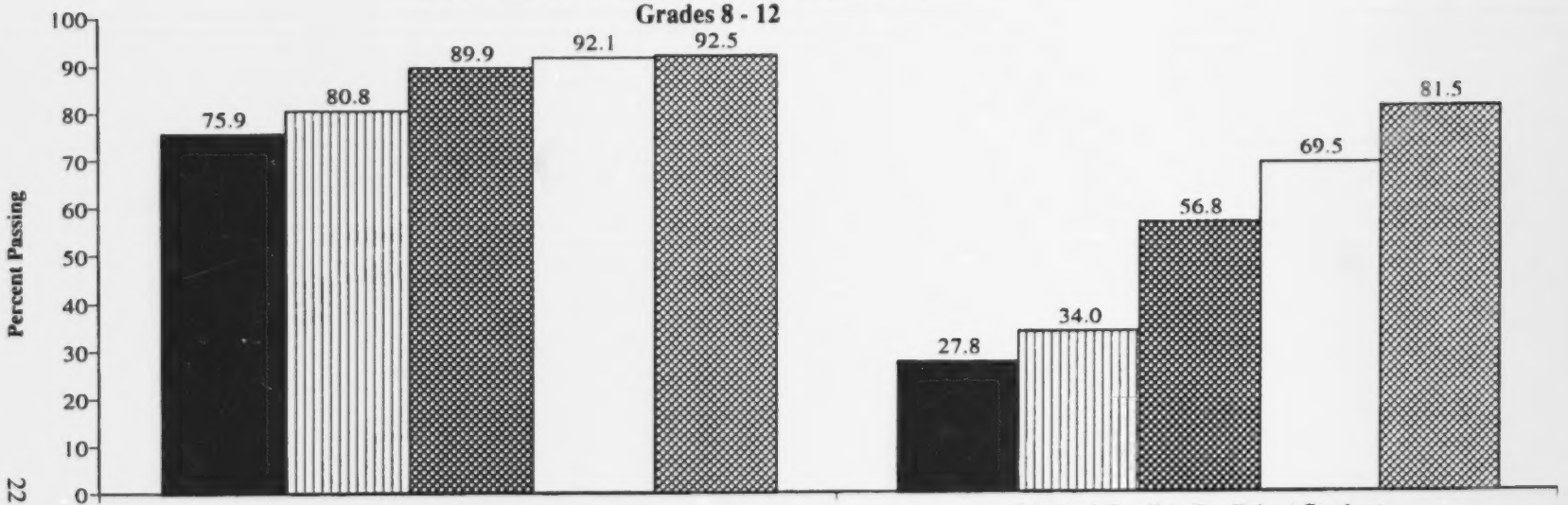
Notes: [1]These data represent the highest test score of each student for all test administrations in which the student participated. All variables were merged from external data sources with the Masterbuild file. Due to the challenges of merging multiple files, inconsistencies in data quality may increase from grade 8 to grade 12.
Student performance for orthopedically impaired, traumatic brain injured, and visually impaired are not included in this figure because no scores are reported for groups with fewer than thirty students.
Data for autistic, severely/profoundly mentally disabled, multihandicapped, deaf-blind, and trainable mentally disabled were combined under the Other Exceptional Classification (OEC) prior to 2000-01. OEC is no longer reported as a category starting in 2000-01.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01and beyond were tested on the 1998 computer skills curriculum.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Figure 20. 2000-01 North Carolina Tests of Computer Skills

Percent Passing the Standard[1] (Multiple-Choice and Performance)

Performance of Limited English Proficient Students

Grades 8 - 12

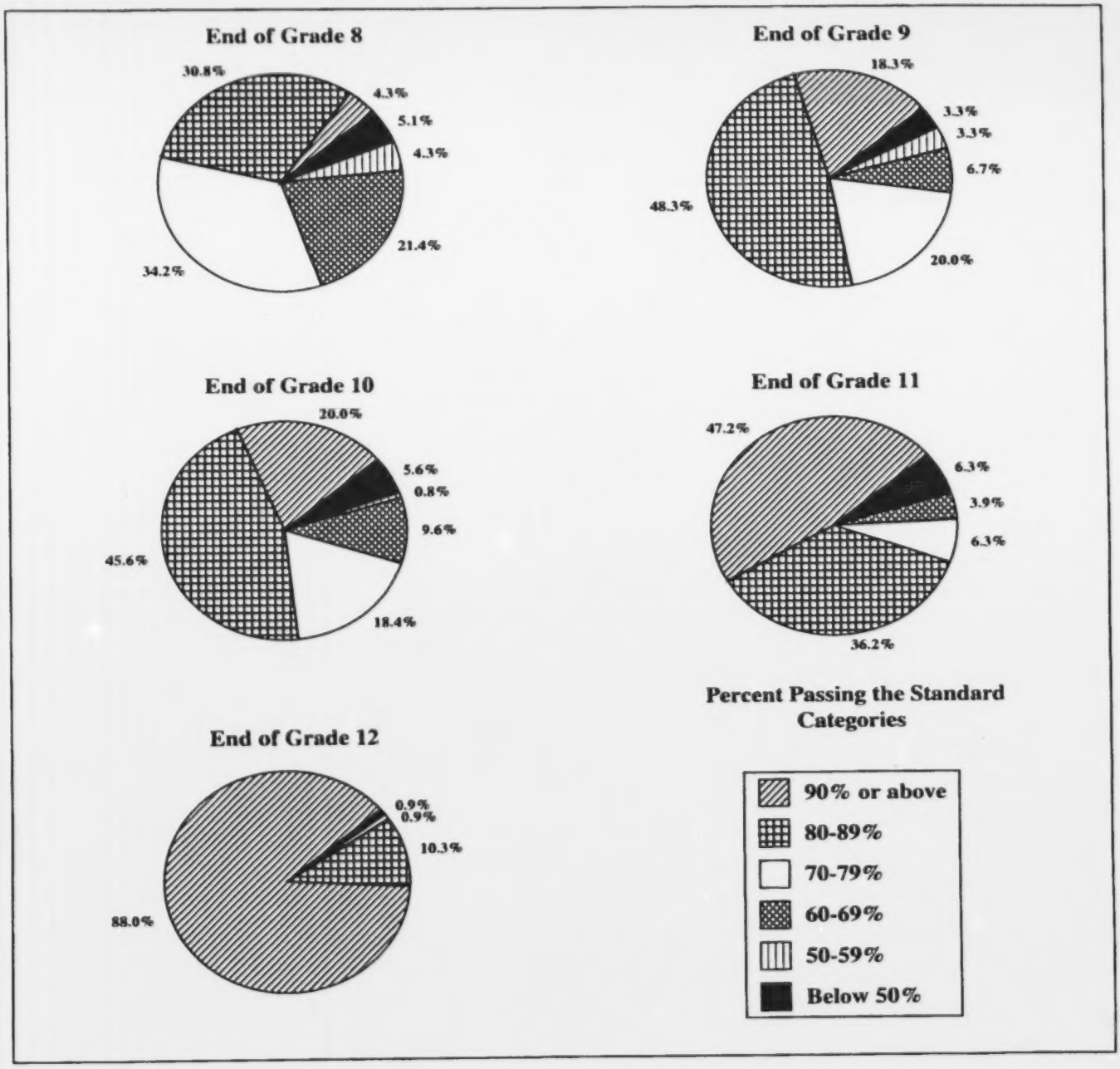


	State	Limited English Proficient Students
Grade 8	N Passing = 74,274 N Eligible = 97,898	N Passing = 499 N Eligible = 1,795
Grade 9	N Passing = 82,613 N Eligible = 102,252	N Passing = 558 N Eligible = 1,639
Grade 10	N Passing = 76,964 N Eligible = 85,592	N Passing = 481 N Eligible = 847
Grade 11	N Passing = 65,978 N Eligible = 71,603	N Passing = 298 N Eligible = 429
Grade 12	N Passing = 59,653 N Eligible = 64,516	N Passing = 256 N Eligible = 314

Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12

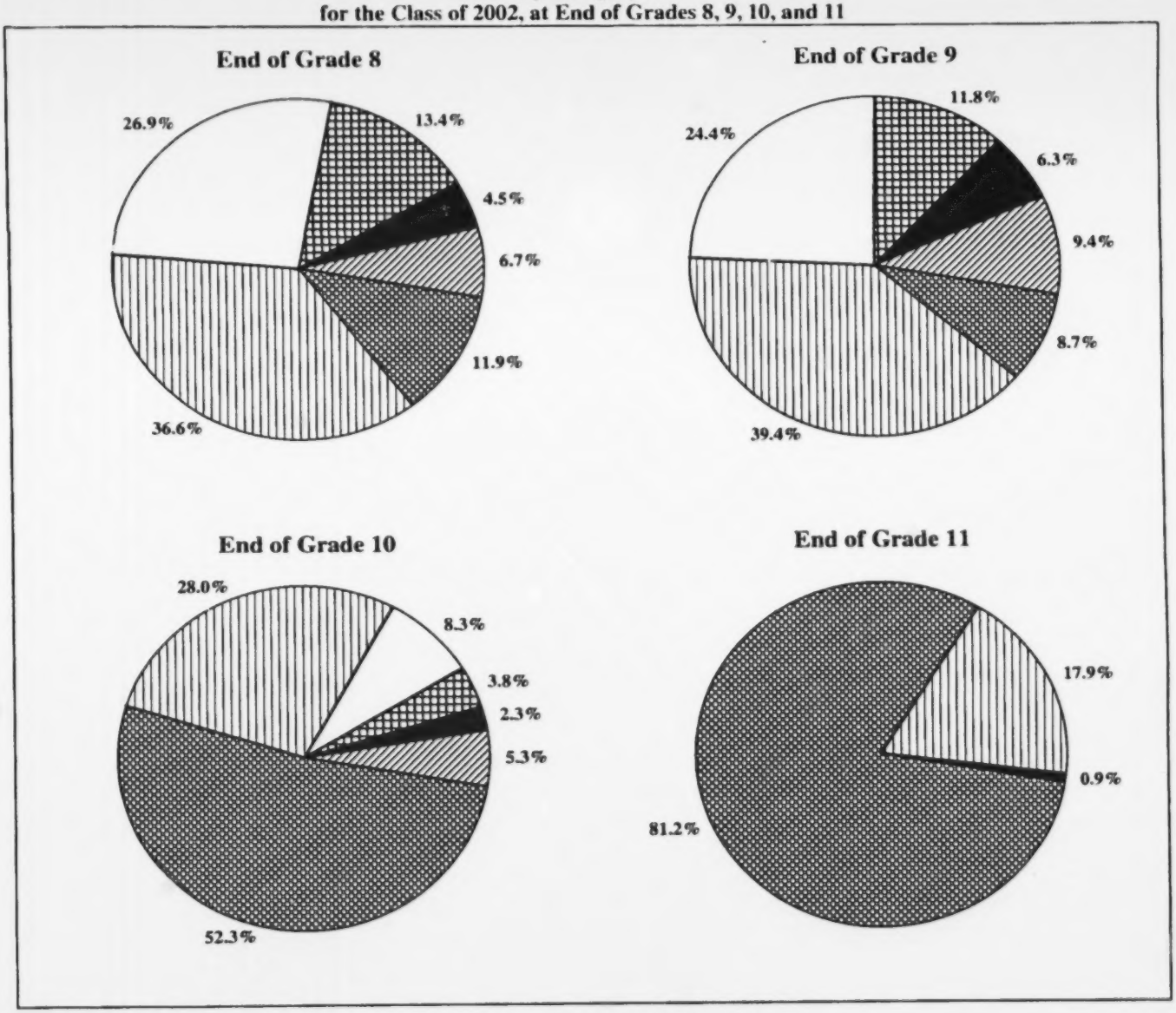
Notes: [1] These data represent the highest test score of each student for all test administrations in which the student participated. All variables were merged from external data sources with the Masterbuild file. Due to the challenges of merging multiple files, inconsistencies in data quality may increase from grade 8 to grade 12.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 2000-01 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Figure 21. 1996-97 to 2000-01 North Carolina Tests of Computer Skills
Percent of LEAs in Each Percent Passing the Standard* (Multiple-Choice and Performance)
by Category,
for the Class of 2001, at End of Grades 8, 9, 10, 11, and 12



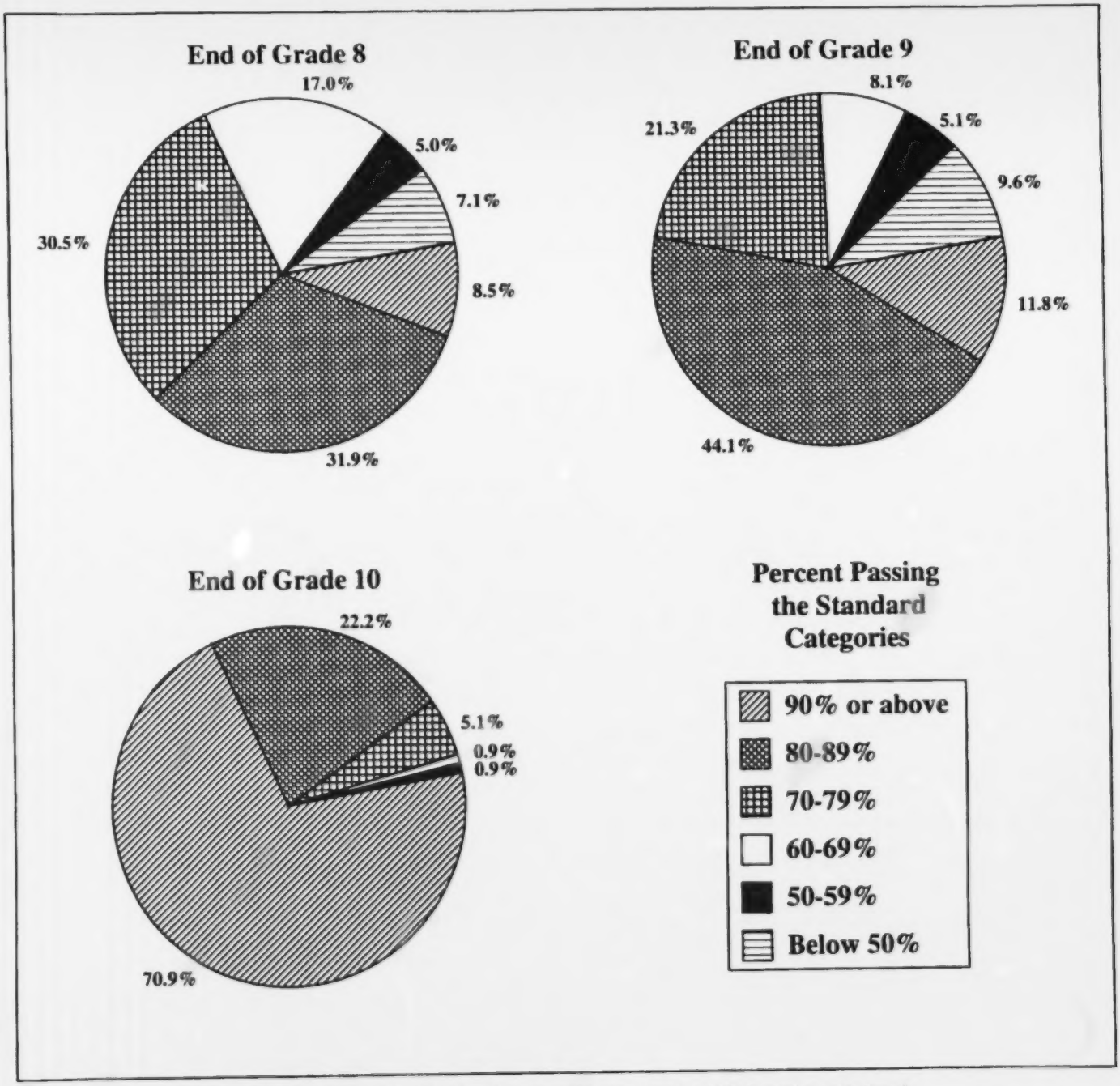
Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
Percent passing categories may not sum to 100% due to rounding.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Figure 22. 1997-98 to 2000-01 North Carolina Tests of Computer Skills
Percent of LEAs in Each Percent Passing the Standard*
(Multiple-Choice and Performance)
by Category,
for the Class of 2002, at End of Grades 8, 9, 10, and 11



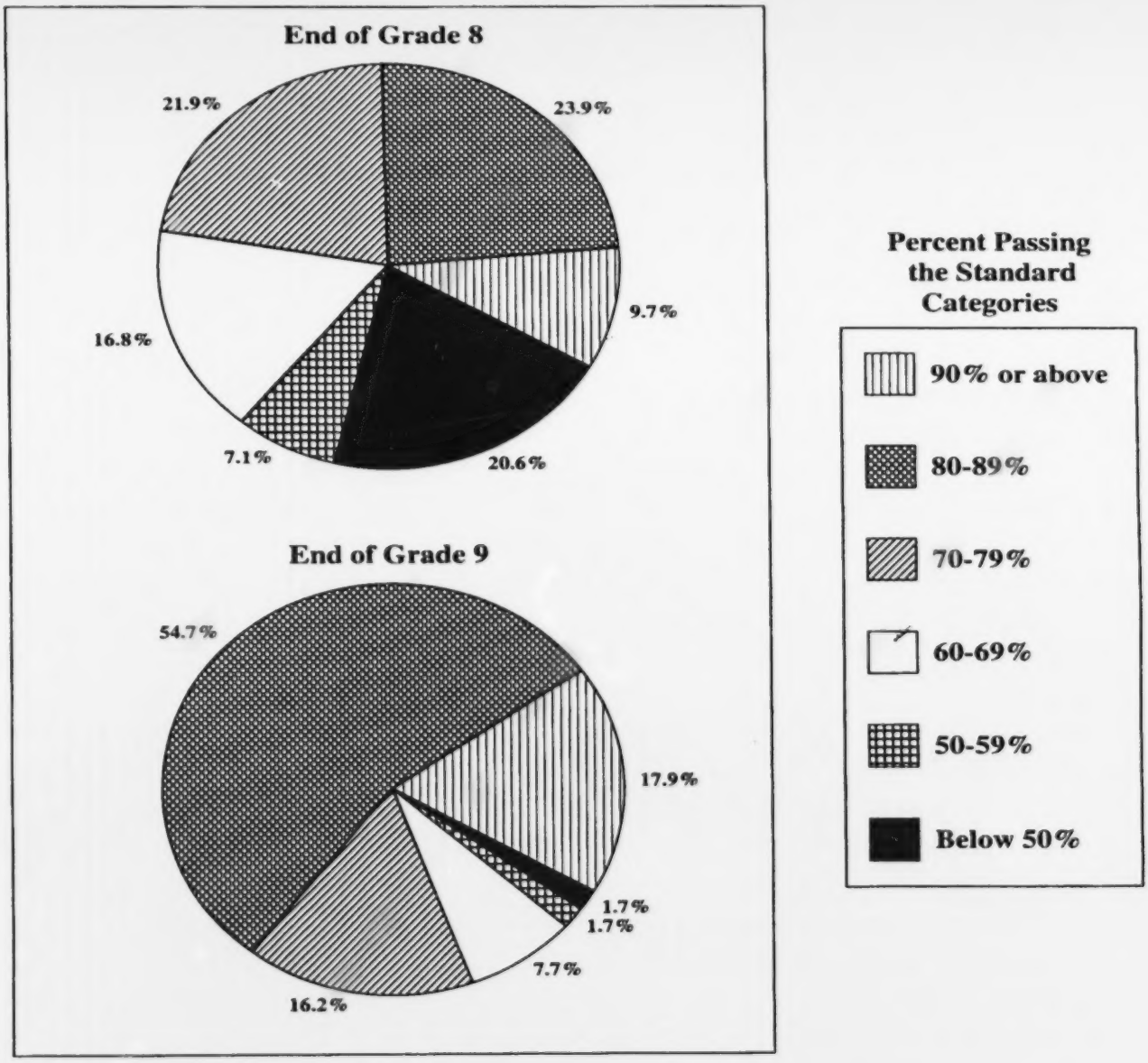
Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
Percent passing categories may not sum to 100% due to rounding.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Figure 23. 1998-99 to 2000-01 North Carolina Tests of Computer Skills
Percent of LEAs in Each Percent Passing the Standard* (Multiple-Choice and Performance)
by Category,
for the Class of 2003, at End of Grades 8, 9, and 10



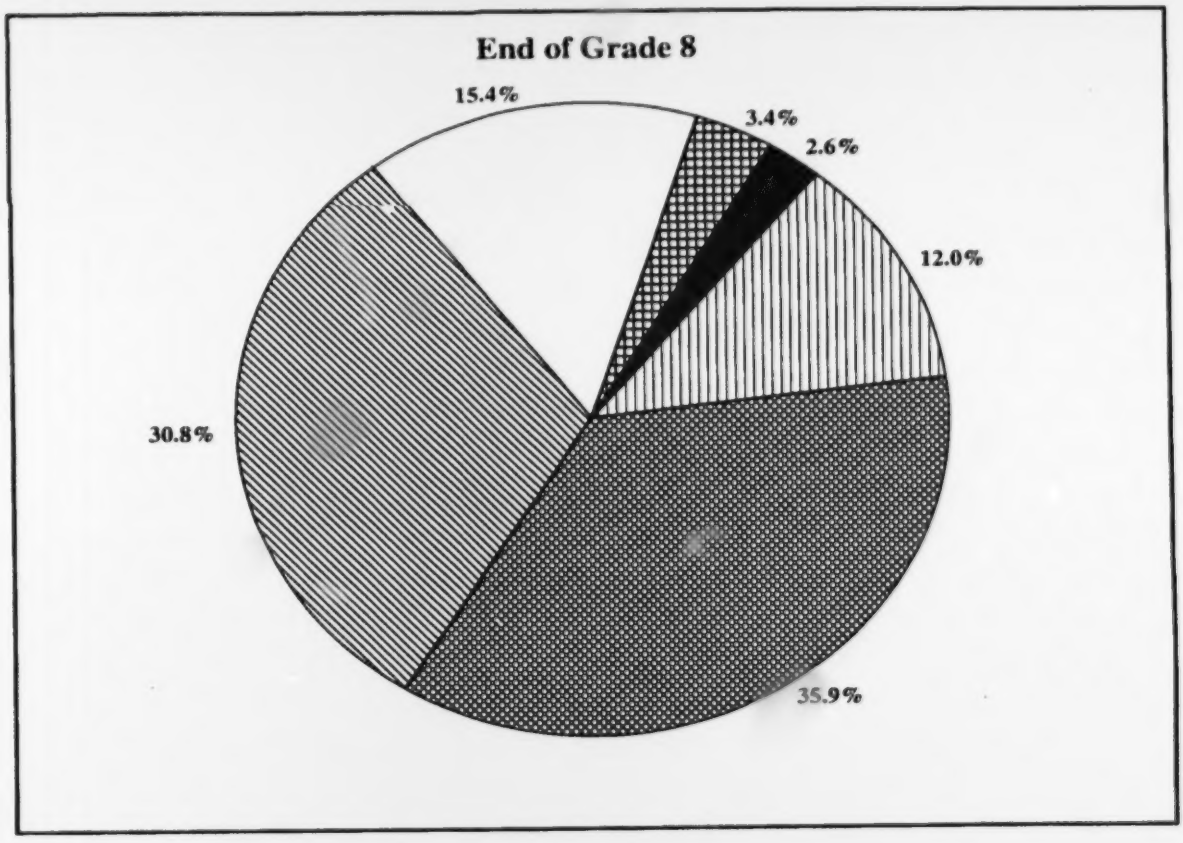
Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
Percent passing categories may not sum to 100% due to rounding.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Figure 24. 1999-00 to 2000-01 North Carolina Tests of Computer Skills
Percent of LEAs in Each Percent Passing the Standard* (Multiple-Choice and Performance)
by Category,
for the Class of 2004, at End of Grades 8 and 9



Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
Percent passing categories may not sum to 100% due to rounding.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Figure 25. 2000-01 North Carolina Tests of Computer Skills
Percent of LEAs in Each Percent Passing the Standard* (Multiple-Choice and Performance)
by Category,
for the Class of 2005, at End of Grade 8



Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
Percent passing categories may not sum to 100% due to rounding.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Table 3. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard* (Multiple-Choice and Performance) by Range for the Class of 2005, at End of Grade 8, by LEA

Below 50% N=18

Alpha Academy**
American Ren. Middle**
Bertie
C.G. Woodson**
Carter Community**
CIS Academy**
Crossnore Academy**
Grandfather Academy**
Imani Institute**
Kennedy Charter**
Lakeside School**
Laurinburg Homework**
Lexington City
Lift Academy**
Northampton
Omuteko Gwamaziima**
SPARC Academy**
Success Academy**

50-59% N=4

Edgecombe
Hertford
Vance
Warren

60-69% N=22

Anson
Bethany Community**
Clinton City
Columbus
Durham
Elizabeth City/Pasquotank
Evergreen Community**
Gaston
Greene
Halifax
Hickory City
Hoke
Iredell-Statesville
Lenoir
Martin
Provisions Academy**
Richmond
Robeson
Scotland
Village Charter**
Weldon City
Winston-Salem/Forsyth

70-79% N=41

Asheville City
Beaufort
Bladen
Cabarrus
Caldwell
Cha. lotte/Mecklenburg
Cleveland
Craven
Cumberland
Currituck
Duplin
Franklin
Harnett
Jones
Kannapolis City
Lee
Lincoln
Lincoln Charter**
Macon
Madison
Montgomery
Nash-Rocky Mount
Newton Conover City
Orange
Person
Pitt
Quality Education**
Rockingham
Rocky Mt. Charter Public**
S.B. Howard**
Sampson
Shelby City
Stanly
Thomas Jefferson**
Thomasville City
Union
Washington
Wayne
Whiteville City
Wilson
Woods Charter**

80-89% N=48

Alamance-Burlington
Alexander
Ashe
Asheboro City
Avery
Brunswick
Buncombe
Burke
Carteret
Caswell
Catawba
Chatham
Chatham Charter**
Davidson
Downtown Middle**
Edenton/Chowan
Gates
Graham
Granville
Guilford
Haywood
Henderson
Hyde
Jackson
Johnston
Kestrel Heights**
Kings Mountain
Lake Norman**
MAST**
McDowell
Moore
Mooresville City
Mount Airy City
New Hanover
Onslow
Pamlico
Pender
Polk
Randolph
Roanoke Rapids City
Rutherford
Stokes
Surry
The Learning Center**
Tyrrell
Wake
Wilkes
Yadkin

90% or above N=26

Alleghany
Arapahoe**
Brevard Academy**
Bridges**
Camden
Chapel Hill-Carrboro City
Cherokee
Clay
Dare
Davie
East Wake Academy**
Elkin City
Exploris**
Francine Delany**
Magellan**
Mitchell
Orange Co. Charter**
Perquimans
Quest Academy**
River Mill Charter**
Sterling Montessori**
Summit Charter**
Swain
Transylvania
Watauga
Yancey

Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 2000-01 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data are not reported for Rowan County because data are incomplete.

Data are not reported where number tested is less than 5.

Data received from LEAs and charter schools after Dec. 31, 2001 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 4. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard* (Multiple-Choice and Performance) by Range for the Class of 2004, at End of Grade 9, by LEA

Below 50% N=6

J.H. Baker Jr. Charter**
Kennedy Charter**
Laurinburg**
Lift Academy**
Provisions Academy**
Wayne Academy**

50-59% N=3

Carter Community**
Hertford
Lexington City

60-69% N=12

Bertie
Durham
Greene
Hoke
Lakeside School**
New Century**
Omuteko Gwamaziima**
Robeson
Thomasville City
Warren
Weldon City
Whiteville City

70-79% N=23

Anson
Asheville City
Bladen
Cape Lookout Marine**
Charlotte/Mecklenburg
Columbus
Duplin
East Wake Academy**
Edgecombe
Elizabeth City/Pasquotank
Hickory City
Kannapolis City
Kestrel Heights**
Laurinburg Homework**
Lincoln
Moore
Mooresville City
Northampton
Orange
Pender
Scotland
Wayne
Winston-Salem/Forsyth

80-89% N=67

Alamance-Burlington
Alleghany
Ashe
Asheboro City
Beaufort
Brunswick
Buncombe
Burke
Cabarrus
Caldwell
Caswell
Catawba
Chatham
Cherokee
Cleveland
Clinton City
Community Partners**
Craven
Crossnore Academy**
Cumberland
Currituck
Dare
Davidson
Edenton/Chowan
Franklin
Gaston
Graham
Granville
Guilford
Halifax
Harnett
Henderson
Iredell-Statesville
Jackson
Johnston
Jones
Kings Mountain
Lee
Lenoir
Madison
Martin
Montgomery
Mount Airy City
New Hanover
Newton Conover City
Onslow
Pamlico
Perquimans
Person
Pitt
Randolph
Richmond
Roanoke Rapids City
Rockingham
Rutherford
Sampson
Shelby City
Stokes
Surry
Tyrrell
Union
Vance
Wake
Washington
Wilkes
Wilson
Woods Charter**

90% or above N=24

Alexander
Avery
Camden
Carteret
Clay
Davie
Elkin City
Gates
Haywood
Hyde
Macon
McDowell
Mitchell
Nash-Rocky Mount
Polk
Raleigh Charter High**
River Mill Charter**
Stanly
Swain
Thomas Jefferson**
Transylvania
Watauga
Yadkin
Yancey

Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
Chapel Hill-Carrboro City data are incomplete.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Data are not reported for Rowan County because date are incomplete.
Data are not reported where number tested is less than 5.
Data received from LEAs after Dec. 31, 2001 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 5. 2000-01 North Carolina Tests of Computer Skills
Percent Passing the Standard* (Multiple-Choice and Performance) by Range for the Class of 2003, at End of Grade 10, by LEA

Below 50%
N=4

J H. Baker Jr. Charter**
Laurinburg**
Lift Academy**
Wayne Academy**

50-59%
N=2

Kennedy Charter**
Orange

60-69%
N=1

Northampton

70-79%
N=5

Durham
Hertford
Kestrel Heights**
Warren
Whiteville City

80-89%
N=29

Anson
Asheville City
Bertie
Bladen
Catawba
Columbus
Crossnore Academy**
Cumberland
Duplin
Edgecombe
Hickory City
Hoke
Jones
Laurinburg Homework**
Lexington City
Lincoln
Moore
Mooresville City
Nash-Rocky Mount
New Century**
Pender
Person
Robeson
Scotland
Thomasville City
Vance
Wayne
Weldon City
Wilson

90% or above
N=89

Alamance-Burlington
Alexander
Alleghany
Ashe
Asheboro City
Avery
Beaufort
Brunswick
Buncombe
Burke
Cabarrus
Caldwell
Camden
Cape Lookout Marine**
Carteret
Caswell
Charlotte/Mecklenburg
Chatham
Cherokee
Clay
Cleveland
Clinton City
Craven
Currituck
Dare
Davidson
Davie
Edenton/Chowan
Elizabeth City/Pasquotank
Elkin City
Franklin
Gaston
Gates
Graham
Granville
Greene
Guilford
Halifax
Harnett
Haywood
Henderson
Hyde
Iredell-Statesville
Jackson
Johnston
Kannapolis City
Kings Mountain
Lee
Lenoir
Macon
Madison
Martin
McDowell
Mitchell
Montgomery
Mount Airy City
New Hanover
Newton Conover City
Onslow
Pamlico
Perquimans
Pitt
Polk
Quest Academy**
Raleigh Charter High**
Randolph
Richmond
River Mill Charter**
Roanoke Rapids City
Rockingham
Rutherford
Sampson
Shelby City
Stanly
Stokes
Surry
Swain
Thomas Jefferson**
Transylvania
Tyrrell
Union
Wake
Washington
Watauga
Wilkes
Winston-Salem/Forsyth
Woods Charter**
Yadkin
Yancey

Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
Chapel Hill-Carrboro City data are incomplete.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Data are not reported for Rowan County because data are incomplete.
Data are not reported where number tested is less than 5.
Data received from LEAs after Dec. 31, 2001 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 6. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard* (Multiple-Choice and Performance) by Range for the Class of 2002, at End of Grade 11, by LEA

Below 50% N=3

Laurinburg**
Lift Academy**
Wayne Academy**

50-59% N=0

none

60-69% N=3

Crossnore Academy**
J.H. Baker Jr. Charter**
Kennedy Charter**

70-79% N=1

New Century**

80-89% N=23

Bertie
Cape Lookout Marine**
Catawba
Columbus
Durham
Edgecombe
Elizabeth City/Pasquotank
Hertford
Hickory City
Jones
Lakeside School**
Lexington City
Moore
Northampton
Orange
Pender
Robeson
Scotland
Thomasville City
Warren
Weldon City
Whiteville City
Woods Charter**

90% or above N=97

Alamance-Burlington
Alexander
Alleghany
Anson
Ashe
Asheboro City
Asheville City
Avery
Beaufort
Bladen
Brunswick
Buncombe
Burke
Cabarrus
Caldwell
Camden
Carteret
Caswell
Charlotte/Mecklenburg
Chatham
Cherokee
Clay
Cleveland
Clinton City
Craven
Cumberland
Currituck
Dare
Davidson
Davie
Duplin
Edenton/Chowan
Elkin City
Franklin
Gaston
Gates
Graham
Granville
Greene
Guilford
Halifax
Harnett
Haywood
Henderson
Hoke
Hyde
Iredell-Statesville
Jackson
Johnston
Kannapolis City
Kings Mountain
Lee
Lenoir
Lincoln
Macon
Madison
Martin
McDowell
Mitchell
Montgomery
Mooresville City
Mount Airy City
Nash-Rocky Mount
New Hanover
Newton Conover City
Onslow
Pamlico
Perquimans
Person
Pitt
Polk
Raleigh Charter High**
Randolph
Richmond
River Mill Charter**
Roanoke Rapids City
Rockingham
Rutherford
Sampson
Shelby City
Stanly
Stokes
Surry
Swain
Transylvania
Tyrrell
Union
Vance
Wake
Washington
Watauga
Wayne
Wilkes
Wilson
Winston-Salem/Forsyth
Yadkin
Yancey

Notes: *These data represent the highest test score of each student for all test administrations in which the student participated.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.
Chapel Hill-Carrboro City data are incomplete.
1999-00 and 2000-01 data use membership in the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Data are not reported for Rowan County because data are incomplete.
Data are not reported where number tested is less than 5.
Data received from LEAs and charter schools after Dec. 31, 2001 are not included in this table.
Prepared by the NCDPI Division of Accountability Services/Testing Section.

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Table 7. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard* (Multiple-Choice and Performance) by Range for the Class of 2001, at End of Grade 12, by LEA

Below 50%
N=3

Laurinburg**
Lift Academy**
Wayne Academy**

50-59%
N=0

none

60-69%
N=1

Cape Lookout Marine**

70-79%
N=2

Northampton
Woods Charter**

80-89%
N=12

Anson
Beaufort
Bertie
Bladen
Columbus
Edgecombe
Halifax
Hertford
Hickory City
Hoke
Jones
Lenoir

90-99%
N=105

Alamance-Burlington
Alexander
Alleghany
Ashe
Asheboro City
Asheville City
Avery
Brunswick
Buncombe
Burke
Cabarrus
Caldwell
Camden
Carteret
Caswell
Catawba
Chapel Hill-Carrboro City
Charlotte/Mecklenburg
Chatham
Cherokee
Clay
Cleveland
Clinton City
Craven
Cumberland
Currituck
Dare
Davidson
Davie
Duplin
Durham
Edenton/Chowan
Elizabeth City/Pasquotank
Elkin City
Franklin
Gaston
Gates
Graham
Granville
Greene
Guilford
Harnett
Haywood
Henderson
Hyde
Iredell-Statesville
Jackson
Johnston
Kannapolis City
Kings Mountain
Lee
Lexington City
Lincoln
Macon
Madison
Martin
McDowell
Mitchell
Montgomery
Moore
Mooresville City
Mount Airy City
Nash-Rocky Mount
New Century**
New Hanover
Newton Conover City
Onslow
Orange
Pamlico
Pender
Perquimans
Person
Pitt
Polk
Randolph
Richmond
River Mill Charter**
Roanoke Rapids City
Robeson
Rockingham
Rutherford
Sampson
Scotland
Shelby City
Stanly
Stokes
Surry
Swain
Thomasville City
Transylvania
Tyrrell
Union
Vance
Wake
Warren
Washington
Watauga
Wayne
Weldon City
Whiteville City
Wilkes
Wilson
Winston-Salem/Forsyth
Yadkin
Yancey

Notes:

*These data represent the highest test score of each student for all test administrations in which the student participated.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter shool name can be found in the Appendix.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data are not reported for Rowan County because data are incomplete.

Data are not reported where number tested is less than 5.

Data received from LEAs and charter schools after Dec. 31, 2001 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 8. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard* (Multiple-Choice and Performance) for the Class of 2005, at End of Grade 8, by LEA

	Percent Passing†	2001 LEA Performance
	100.0	Bridges**, Magellan**, Quest Academy**, Sterling Montessori**, Summit Charter**
	98.0	Exploris**
	96.0	Br[illegible]rd Academy**
	95.0	East Wake Academy**, River Mill Charter**, Watauga
	94.0	Camden, Francine Delany**, Yancey
	93.0	Dare, Mitchell
	92.0	Clay, Davie, Perquimans, Swain
	91.0	Arapahoe**, Elkin City, Transylvania
	90.0	Alleghany, Chapel Hill-Carrboro City, Cherokee, Orange Co. Charter**
	89.0	Pamlico
	88.0	Graham, McDowell, Pender, Polk
	87.0	Carteret, Gates, Stokes
	86.0	Jackson, Mooresville City
	85.0	Catawba, Chatham Charter**, Roanoke Rapids City, Surry, Yadkin
	84.0	Davidson, Haywood, Johnston, Tyrrell, Wilkes
	83.0	Alexander, Ashe, Brunswick, Buncombe, Chatham, Edenton/Chowan, Henderson, Kestrel Heights**, Moore, Onslow
	82.0	Avery, Granville, Kings Mountain, MAST**, Wake
	81.0	Alamance-Burlington, Asheboro City, Caswell, Guilford, Mount Airy City, New Hanover, Randolph
	80.0	Burke, Downtown Middle**, Hyde, Lake Norman**, Rutherford, The Learning Center**
	79.0	Beaufort, Cleveland, Macon
1998 State	78.0	Harnett, Jones, Stanly
	77.0	Asheville City, Craven, Cumberland, Currituck, Franklin, Lincoln Charter**, Person, Pitt, Union
2001 State	76.0	Madison, Sampson, Thomas Jefferson**, Whiteville City
1997,1999 State	75.0	Bladen, Lee, Quality Education**, Rockingham, Shelby City
	74.0	Kannapolis City, Lincoln, Newton Conover City
2000 State	73.0	Nash-Rocky Mount, S.B. Howard**, Wayne, Wilson
	72.0	Caldwell, Rocky Mt Charter Public**
	71.0	Cabarrus, Orange, Thomasville City, Woods Charter**
	70.0	Charlotte/Mecklenburg, Duplin, Montgomery, Washington
	69.0	Evergreen Community**, Hickory City
	68.0	Durham, Iredell-Statesville, Martin
	67.0	Bethany Community**, Clinton City, Columbus, Greene
	66.0	Elizabeth City/Pasquotank, Lenoir, Scotland
	65.0	Gaston, Weldon City
	64.0	Richmond
	63.0	Hoke, Winston-Salem/Forsyth
	62.0	Provisions Academy**
	60.0	Anson, Halifax, Robeson, Village Charter**
	59.0	Warren
	54.0	Vance
	53.0	Hertford
	50.0	Edgecombe
	48.0	Lexington City
	46.0	Bertie, SPARC Academy**
	45.0	Imani Institute**
	43.0	Omuteko Gwamaziima**
	41.0	CIS Academy**
	38.0	Kennedy Charter**
	33.0	Crossnore Academy**
	25.0	Northampton
	21.0	Alpha Academy**
	14.0	Lakeside School**, Laurinburg Homework**
	9.0	C.G. Woodson**
	6.0	Carter Community**
	0.0	American Ren. Middle**, Grandfather Academy**, Lift Academy**, Success Academy**

Notes: †Percent passing are rounded to the nearest percent.

*These data represent the highest test score of each student for all the test administrations in which the student participated.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

Rowan County is not included due to incomplete data.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data received from LEAs after Dec. 31, 2001 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

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Table 9. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard* (Multiple-Choice and Performance) for the Class of 2004, at End of Grade 9, by LEA

	Percent Passing†	2001 LEA Performance
	97.0	Clay
	96.0	Watauga
	95.0	Swain, Thomas Jefferson**
	94.0	Elkin City
	93.0	Davie, Raleigh Charter High**, Stanly
	92.0	Avery, Carteret, Nash-Rocky Mount, Polk, Transylvania, Yancey
	91.0	Alexander, Camden, Gates, Haywood, Hyde, McDowell, Mitchell, River Mill Charter**, Yadkin
	90.0	Macon
	89.0	Alleghany, Craven, Crossnore Academy**, Currituck, Davidson, Henderson, Kings Mountain, Randolph, Sampson, Stokes
	88.0	Caldwell, Cleveland, Clinton City, Edenton/Chowan, Graham, Granville, Madison, Martin, Mount Airy City, Surry, Wilkes
	87.0	Ashe, Chatham, Cherokee, Dare, Newton Conover City, Perquimans, Rockingham, Union
	86.0	Brunswick, Iredell-Statesville, Jackson
	85.0	Buncombe, Caswell, Gaston, Johnston, Lee, New Hanover, Pamlico, Person, Pitt, Roanoke Rapids City, Shelby City, Woods Charter**
	84.0	Asheboro City, Community Partners**, Franklin, Guilford, Halifax, Harnett, Jones, Onslow
	83.0	Alamance-Burlington, Beaufort, Cabarrus, Catawba, Cumberland, Montgomery, Washington
1998 State	82.0	Richmond, Rutherford, Wake
2001 State	81.0	Burke, Wilson
	80.0	Lenoir, Tyrrell, Vance
	79.0	Charlotte/Mecklenburg, Moore, Winston-Salem/Forsyth
2000 State	78.0	Cape Lookout Marine**, Duplin, East Wake Academy**, Pender
1999 State	77.0	Lincoln
	76.0	Anson, Asheville City
	75.0	Scotland
	74.0	Kannapolis City, Kestrel Heights**, Laurinburg Homework**, Mooresville City
	73.0	Bladen
	72.0	Elizabeth City/Pasquotank, Wayne
	71.0	Columbus, Edgecombe, Hickory City, Orange
	70.0	Northampton
	68.0	Durham, Hoke, Whiteville City
	67.0	Warren
	66.0	Thomasville City
	65.0	Bertie, Greene, Robeson
	63.0	Lakeside School**
	60.0	New Century**, Omuteko Gwamaziima**, Weldon City
	59.0	Lexington City
	53.0	Hertford
	50.0	Carter Community**
	40.0	Provisions Academy**
	35.0	Kennedy Charter**
	18.0	J.H. Baker Jr. Charter**
	15.0	Wayne Academy**
	0.0	Laurinburg**, Lift Academy**
	***	Grandfather Academy**, Quest Academy**

Notes: †Percent passing are rounded to the nearest percent.

*These data represent the highest test score of each student for all the test administrations in which the student participated.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***Data not reported where number tested is fewer than five.

Chapel Hill-Carrboro City data are incomplete.

Rowan County is not included due to incomplete data.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data received from LEAs after Dec. 31, 2001 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 10. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard* (Multiple-Choice and Performance) for the Class of 2003, at End of Grade 10, by LEA

	Percent Passing[1]	2001 LEA Performance
	100.0	Polk, Quest Academy**, River Mill Charter**, Thomas Jefferson**, Woods Charter**
	...	
	98.0	Kings Mountain, Perquimans, Watauga
	97.0	Currituck, Mount Airy City, Roanoke Rapids City, Stokes, Transylvania
	96.0	Alleghany, Avery, Cape Lookout Marine**, Carteret, Davie, Gates, Kannapolis City, Mitchell, Sampson, Union, Yadkin
	95.0	Alexander, Ashe, Camden, Chatham, Cleveland, Clinton City, Edenton/Chowan, Franklin, Haywood, Hyde, Johnston, Madison, Martin, McDowell, Raleigh Charter High**
	94.0	Alamance-Burlington, Asheboro City, Buncombe, Caldwell, Cherokee, Clay, Granville, Henderson, Jackson, Lee, Newton Conover City, Pamlico, Randolph, Rockingham, Stanly, Surry, Wilkes
	93.0	Beaufort, Brunswick, Burke, Craven, Davidson, Elkin City, Harnett, Macon, Montgomery, New Hanover, Onslow, Rutherford, Tyrrell, Yancey
	92.0	Cabarrus, Dare, Pitt, Richmond, Swain
	91.0	Caswell, Greene, Guilford, Halifax, Iredell-Statesville, Washington
2001 State	90.0	Charlotte/Mecklenburg, Elizabeth City/Pasquotank, Gaston, Graham, Lenoir, Shelby City, Wake, Winston-Salem/Forsyth
	89.0	Asheville City, Catawba, Cumberland, Jones, Lincoln, Pender, Vance
	88.0	Duplin, Moore, Nash-Rocky Mount, Scotland
2000 State	87.0	Anson, Person
	86.0	Edgecombe
	85.0	Hoke
	84.0	Columbus, Thomasville City, Wayne, Wilson
	83.0	Bertie, Hickory City, Robeson
	82.0	New Century**, Weldon City
1999 State	81.0	Bladen, Laurinburg Homework**, Mooresville City
	80.0	Crossnore Academy**, Lexington City
	78.0	Hertford, Kestrel Heights**
	...	
	75.0	Durham, Whiteville City
	...	
	70.0	Warren
	...	
	60.0	Northampton
	...	
	54.0	Orange
	...	
	50.0	Kennedy Charter**
	...	
	39.0	Wayne Academy**
	...	
	17.0	J.H. Baker Jr. Charter**
	...	
	0.0	Laurinburg**, Lift Academy**
	***	Lakeside School**, Omuteko Gwamaziima**

Notes: [1]Percent passing are rounded to the nearest percent.

*These data represent the highest test score of each student for all the test administrations in which the student participated.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***Data not reported where number tested is fewer than five.

Chapel Hill-Carrboro City data are incomplete.

Rowan County is not included due to incomplete data.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data received from LEAs after Dec. 31, 2001 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 11. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard* (Multiple-Choice and Performance) for the Class of 2002, at End of Grade 11, by LEA

	Percent Passing[1]	2001 LEA Performance
	100.0	Avery, Elkin City, Raleigh Charter High**, River Mill Charter**
	99.0	Alleghany, Ashe
	98.0	Clay, Cleveland, Graham, Hyde, Perquimans
	97.0	Alexander, Caldwell, Henderson, Jackson, Mitchell, Stanly, Stokes, Surry, Swain, Tyrrell, Watauga, Wilkes
	96.0	Alamance-Burlington, Asheboro City, Camden, Craven, Currituck, Edenton/Chowan, Franklin, Gates, Granville, Kings Mountain, Pamlico, Randolph, Union, Yadkin
	95.0	Carteret, Caswell, Dare, Davie, Gaston, Guilford, Iredell-Statesville, Johnston, Macon, Newton Conover City, Onslow, Rockingham, Rutherford, Sampson, Yancey
	94.0	Cabarrus, Charlotte/Mecklenburg, Cherokee, Clinton City, Davidson, Haywood, Kannapolis City, Lee, Lincoln, Madison, McDowell, Montgomery, Mount Airy City, New Hanover, Transylvania, Washington
	93.0	Chatham, Duplin, Harnett, Martin, Nash-Rocky Mount, Person, Pitt, Polk
2001 State	92.0	Anson, Asheville City, Buncombe, Burke, Halifax, Richmond, Wake, Winston-Salem/Forsyth
	91.0	Beaufort, Bladen, Roanoke Rapids City, Vance, Wilson
	90.0	Brunswick, Cumberland, Greene, Hoke, Lenoir, Mooresville City, Shelby City, Wayne
	89.0	Edgecombe, Hickory City, Lexington City, Moore, Pender, Robeson, Scotland, Woods Charter**
	88.0	Cape Lookout Marine**, Catawba, Columbus, Elizabeth City/Pasquotank
2000 State	87.0	Orange
	86.0	Jones, Warren
	85.0	Hertford
	84.0	Bertie
	83.0	Durham, Weldon City
	82.0	Northampton, Thomasville City
	81.0	Whiteville City
	80.0	Lakeside School**
	...	
	71.0	New Century**
	...	
	67.0	Crossnore Academy**, Kennedy Charter**
	...	
	60.0	J.H. Baker Jr. Charter**
	...	
	36.0	Wayne Academy**
	...	
	3.0	Laurinburg**
	...	
	0.0	Lift Academy**
	***	Grandfather Academy**, Kestrel Heights**, Quest Academy**

Notes: [1]Percent passing are rounded to the nearest percent.

*These data represent the highest test score of each student for all the test administrations in which the student participated.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

***Data not reported where number tested is fewer than five.

Chapel Hill-Carrboro City data are incomplete.

Rowan County is not included due to incomplete data.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data received from LEAs after Dec. 31, 2001 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

Table 12. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard* (Multiple-Choice and Performance) for the Class of 2001, at End of Grade 12, by LEA

	Percent Passing†	2001 LEA Performance
	100.0	Alleghany, Camden, New Century**, River Mill Charter**
	99.0	Mooresville City, Shelby City, Yadkin
	98.0	Asheboro City, Cleveland, Montgomery, Mount Airy City, Pamlico, Swain, Tyrrell, Watauga
	97.0	Alexander, Asheville City, Avery, Cabarrus, Clay, Elkin City, Graham, Kings Mountain, Macon, Mitchell, Wilkes
	96.0	Burke, Carteret, Chatham, Cherokee, Clinton City, Davie, Duplin, Haywood, Johnston, Lexington City, McDowell, Onslow, Person, Polk, Rutherford, Stanly, Surry, Union, Washington, Weldon City, Winston-Salem/Forsyth
	95.0	Alamance-Burlington, Ashe, Brunswick, Buncombe, Caldwell, Edenton/Chowan, Elizabeth City/Pasquotank, Jackson, Madison, Nash-Rocky Mount, Randolph, Richmond, Sampson, Transylvania
	94.0	Chapel Hill-Carrboro City, Charlotte/Mecklenburg, Gates, Guilford, Henderson, Iredell-Statesville, Kannapolis City, Lincoln, Martin, Orange, Warren, Wilson
2001 State	93.0	Caswell, Craven, Currituck, Dare, Harnett, Hyde, Moore, New Hanover, Newton Conover City, Pitt, Roanoke Rapids City, Rockingham, Wake, Whiteville City, Yancey
	92.0	Davidson, Franklin, Gaston, Lee, Scotland, Stokes, Wayne
	91.0	Cumberland, Granville, Greene, Perquimans, Robeson, Thomasville City
	90.0	Catawba, Durham, Pender, Vance
	89.0	Anson, Columbus, Hoke, Lenoir
	88.0	Beaufort, Bladen, Halifax
	87.0	Edgecombe, Hertford
	86.0	Hickory City
	...	
	84.0	Jones
	83.0	Bertie
	...	
	78.0	Northampton
	...	
	71.0	Woods Charter**
	...	
	67.0	Cape Lookout Marine**
	...	
	29.0	Laurinburg**
	...	
	13.0	Wayne Academy**
	...	
	0.0	Lift Academy**
	***	Crossnore Academy**, Grandfather Academy**, J.H. Baker Jr. Charter**, Lakeside School**, Quest Academy**

Notes: †Percent passing are rounded to the nearest percent.

*These data represent the highest test score of each student for all the test administrations in which the student participated.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix.

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Rowan County is not included due to incomplete data.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Data received from LEAs after Dec. 31, 2001 are not included in this table.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

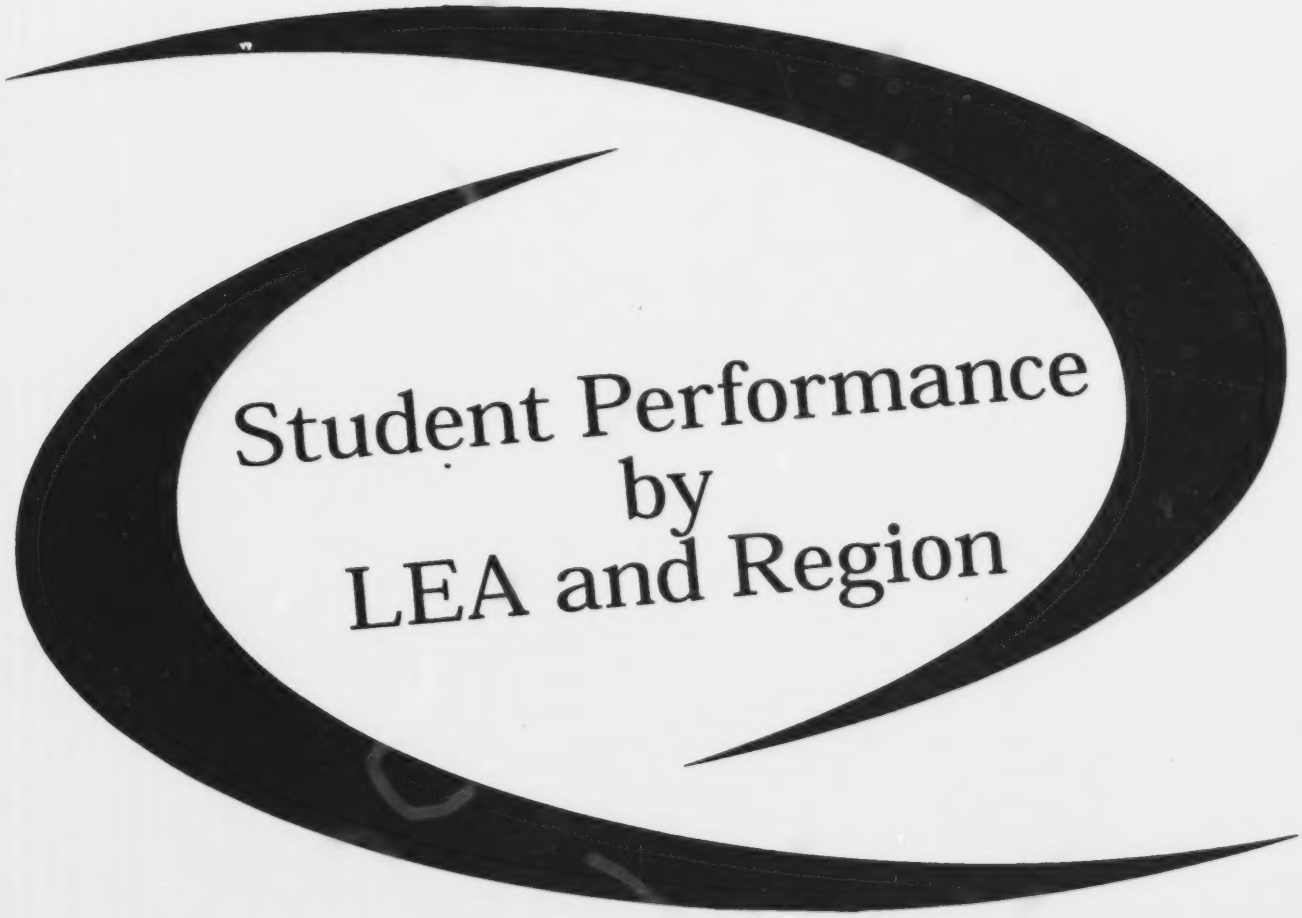
Student Performance
by
LEA and Region

Table 13 a. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2005, at End of Grade 8, by LEA and Ethnicity

Western Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**97,898**	**74,274**	**75.9**	**1,512**	**981**	**64.9**	**1,740**	**1,395**	**80.2**	**28,820**	**17,347**	**60.2**	**3,897**	**1,956**	**50.2**	**991**	**779**	**78.6**	**60,938**	**51,816**	**85.0**
Western Region	**7,397**	**6,230**	**84.2**	**101**	**84**	**83.2**	**47**	**42**	**89.4**	**484**	**332**	**68.6**	**160**	**79**	**49.4**	**54**	**47**	**87.0**	**6,551**	**5,646**	**86.2**
Buncombe	1,997	1,661	83.2	13	8	61.5	12	11	91.7	92	59	64.1	51	24	47.1	23	20	87.0	1,806	1,539	85.2
Asheville City	297	230	77.4	0	*	*	1	*	*	138	92	66.7	11	7	63.6	0	*	*	147	130	88.4
Francine Delany**	17	16	94.1	0	*	*	0	*	*	2	*	*	0	*	*	0	*	*	15	15	100.0
Evergreen Community**	29	20	69.0	1	*	*	0	*	*	4	*	*	0	*	*	2	*	*	22	17	77.3
Cherokee	266	239	89.8	4	*	*	0	*	*	4	*	*	3	*	*	2	*	*	253	228	90.1
The Learning Center**	5	4	80.0	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*	5	4	80.0
Clay	99	91	91.9	1	*	*	0	*	*	1	*	*	0	*	*	2	*	*	95	87	91.6
Graham	98	86	87.8	15	13	86.7	0	*	*	0	*	*	0	*	*	0	*	*	83	73	88.0
Haywood	606	511	84.3	4	*	*	2	*	*	6	3	50.0	8	4	50.0	6	4	66.7	580	494	85.2
Henderson	897	743	82.8	2	*	*	7	6	85.7	48	31	64.6	48	22	45.8	7	7	100.0	785	675	86.0
Jackson	307	264	86.0	33	27	81.8	5	5	100.0	4	*	*	3	*	*	1	*	*	261	227	87.0
Summit Charter**	11	11	100.0	0	*	*	0	*	*	0	*	*	1	*	*	0	*	*	10	10	100.0
Macon	329	259	78.7	0	*	*	1	*	*	4	*	*	2	*	*	1	*	*	321	254	79.1
Madison	214	163	76.2	1	*	*	1	*	*	0	*	*	1	*	*	0	*	*	211	161	76.3
McDowell	469	411	87.6	1	*	*	11	10	90.9	29	27	93.1	10	4	40.0	3	*	*	415	366	88.2
Mitchell	176	163	92.6	0	*	*	0	*	*	0	*	*	3	*	*	0	*	*	173	162	93.6
Polk	177	156	88.1	0	*	*	0	*	*	8	6	75.0	6	4	66.7	2	*	*	161	144	89.4
Rutherford	727	583	80.2	1	*	*	3	*	*	128	87	68.0	7	3	42.9	1	*	*	587	491	83.6
Thomas Jefferson**	25	19	76.0	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*	25	19	76.0
Swain	122	112	91.8	25	23	92.0	0	*	*	0	*	*	2	*	*	2	*	*	93	86	92.5
Transylvania	312	283	90.7	0	*	*	4	*	*	15	15	100.0	3	*	*	1	*	*	289	261	90.3
Brevard Academy**	22	21	95.5	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*	22	21	95.5
Yancey	195	184	94.4	0	*	*	0	*	*	1	*	*	1	*	*	1	*	*	192	182	94.8

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.

*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section.

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Table 13b. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2005, at End of Grade 8, by LEA and Ethnicity

Northwest Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**97,898**	**74,274**	**75.9**	**1,512**	**981**	**64.9**	**1,740**	**1,395**	**80.2**	**28,820**	**17,347**	**60.2**	**3,897**	**1,956**	**50.2**	**991**	**779**	**78.6**	**60,938**	**51,816**	**85.0**
Northwest Region	**15,553**	**11,842**	**76.1**	**22**	**12**	**54.5**	**370**	**278**	**75.1**	**2,387**	**1,218**	**51.0**	**674**	**273**	**40.5**	**144**	**110**	**76.4**	**11,956**	**9,951**	**83.2**
Alexander	417	344	82.5	0	•	•	13	11	84.6	26	19	73.1	10	5	50.0	0	•	•	368	309	84.0
Alleghany	90	81	90.0	0	•	•	0	•	•	0	•	•	1	•	•	0	•	•	89	81	91.0
Ashe	249	206	82.7	0	•	•	0	•	•	0	•	•	3	•	•	2	•	•	244	203	83.2
Avery	176	145	82.4	0	•	•	0	•	•	2	•	•	0	•	•	2	•	•	172	142	82.6
Grandfather Academy**	6	0	0.0	0	•	•	0	•	•	1	•	•	0	•	•	0	•	•	5	0	0.0
Crossnore Academy**	6	2	33.3	0	•	•	0	•	•	0	•	•	0	•	•	0	•	•	6	2	33.3
Burke	1,125	894	79.5	0	•	•	85	64	75.3	79	57	72.2	32	13	40.6	7	5	71.4	922	755	81.9
Caldwell	955	690	72.3	0	•	•	5	3	60.0	72	33	45.8	22	11	50.0	9	8	88.9	847	635	75.0
Catawba	1,255	1,069	85.2	2	•	•	95	80	84.2	85	63	74.1	49	28	57.1	9	7	77.8	1,015	889	87.6
Hickory City	352	244	69.3	0	•	•	35	27	77.1	88	43	48.9	23	2	8.7	7	6	85.7	199	166	83.4
Newton Conover City	220	162	73.6	0	•	•	22	11	50.0	29	13	44.8	25	17	68.0	4	•	•	140	117	83.6
Davidson	1,457	1,220	83.7	2	•	•	10	8	80.0	33	19	57.6	13	8	61.5	5	5	100.0	1,394	1,178	84.5
Lexington City	232	112	48.3	0	•	•	15	8	53.3	110	46	41.8	33	6	18.2	6	5	83.3	68	47	69.1
Thomasville City	150	107	71.3	0	•	•	2	•	•	65	42	64.6	14	6	42.9	2	•	•	67	57	85.1
Davie	469	429	91.5	1	•	•	3	•	•	48	44	91.7	22	10	45.5	2	•	•	393	369	93.9
Winston-Salem/Forsyth	3,438	2,169	63.1	10	4	40.0	33	26	78.8	1,230	547	44.5	227	58	25.6	56	37	66.1	1,882	1,497	79.5
Lift Academy**	19	0	0.0	0	•	•	0	•	•	19	0	0.0	0	•	•	0	•	•	0	•	•
Quality Education**	12	9	75.0	0	•	•	0	•	•	12	9	75.0	0	•	•	0	•	•	0	•	•
Downtown Middle**	117	94	80.3	0	•	•	0	•	•	54	37	68.5	3	•	•	2	•	•	58	52	89.7
C.G. Woodson**	11	1	9.1	0	•	•	0	•	•	11	1	9.1	0	•	•	0	•	•	0	•	•
Iredell-Statesville	1,334	911	68.3	3	•	•	26	15	57.7	245	124	50.6	59	23	39.0	6	2	33.3	995	747	75.1
American Ren. Middle**	40	0	0.0	0	•	•	0	•	•	4	•	•	0	•	•	1	•	•	35	0	0.0
Mooresville City	298	256	85.9	0	•	•	8	8	100.0	51	30	58.8	1	•	•	4	•	•	234	215	91.9
Stokes	575	500	87.0	1	•	•	1	•	•	29	23	79.3	7	3	42.9	7	7	100.0	530	467	88.1
Surry	605	514	85.0	0	•	•	5	2	40.0	17	11	64.7	43	26	60.5	2	•	•	538	473	87.9
Elkin City	92	84	91.3	0	•	•	0	•	•	4	•	•	14	9	64.3	0	•	•	74	72	97.3
Mount Airy City	153	124	81.0	0	•	•	5	4	80.0	20	13	65.0	3	•	•	1	•	•	124	105	84.7
Watauga	419	396	94.5	2	•	•	3	•	•	3	•	•	8	7	87.5	1	•	•	402	381	94.8

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
•Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.
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2000-01 N.C. Tests of Computer Skills Report

Table 13 b. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2005, at End of Grade 8, by LEA and Ethnicity

Northwest Region (continued)

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	97,898	74,274	75.9	1,512	981	64.9	1,740	1,395	80.2	28,820	17,347	60.2	3,897	1,956	50.2	991	779	78.6	60,938	51,816	85.0
Wilkes	823	689	83.7	0	•	•	3	•	•	33	26	78.8	27	16	59.3	9	9	100.0	751	635	84.6
Bridges**	9	9	100.0	0	•	•	0	•	•	0	•	•	0	•	•	0	•	•	9	9	100.0
Yadkin	449	381	84.9	1	•	•	1	•	•	17	12	70.6	35	19	54.3	0	•	•	395	348	88.1

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Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.

•Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

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2000-01 N.C. Tests of Computer Skills Report

Table 13c. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2005, at End of Grade 8, by LEA and Ethnicity

Southwest Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**97,898**	**74,274**	**75.9**	**1,512**	**981**	**64.9**	**1,740**	**1,395**	**80.2**	**28,820**	**17,347**	**60.2**	**3,897**	**1,956**	**50.2**	**991**	**779**	**78.6**	**60,938**	**51,816**	**85.0**
Southwest Region	**21,547**	**15,362**	**71.3**	**200**	**120**	**60.0**	**501**	**392**	**78.2**	**6,564**	**3,605**	**54.9**	**872**	**407**	**46.7**	**125**	**84**	**67.2**	**13,285**	**10,754**	**80.9**
Anson	325	194	59.7	3	*	*	3	*	*	200	102	51.0	2	*	*	2	*	*	115	88	76.5
Cabarrus	1,439	1,017	70.7	5	3	60.0	14	11	78.6	198	112	56.6	49	24	49.0	10	6	60.0	1,163	861	74.0
Kannapolis City	358	263	73.5	1	*	*	5	4	80.0	124	80	64.5	20	12	60.0	3	*	*	205	164	80.0
Cleveland	738	585	79.3	0	*	*	2	*	*	153	94	61.4	6	4	66.7	2	*	*	575	484	84.2
Kings Mountain	336	276	82.1	1	*	*	4	*	*	62	50	80.6	5	3	60.0	5	3	60.0	259	216	83.4
Shelby City	222	167	75.2	0	*	*	2	*	*	123	84	68.3	2	*	*	2	*	*	93	78	83.9
Gaston	2,340	1,527	65.3	3	*	*	24	18	75.0	421	228	54.2	73	28	38.4	13	7	53.8	1,806	1,244	68.9
Hoke	453	286	63.1	58	30	51.7	4	*	*	247	148	59.9	15	8	53.3	8	6	75.0	121	90	74.4
Lincoln	863	637	73.8	5	4	80.0	3	*	*	78	40	51.3	50	21	42.0	9	5	55.6	718	564	78.6
Lincoln Charter**	17	13	76.5	0	*	*	0	*	*	0	*	*	3	*	*	0	*	*	14	11	78.6
Charlotte/Mecklenburg	7,831	5,476	69.9	31	21	67.7	348	279	80.2	3,435	1,809	52.7	393	176	44.8	31	21	67.7	3,593	3,170	88.2
Kennedy Charter**	8	3	37.5	0	*	*	0	*	*	3	*	*	0	*	*	0	*	*	5	2	40.0
Lake Norman**	78	62	79.5	0	*	*	0	*	*	1	*	*	2	*	*	1	*	*	74	59	79.7
Montgomery	330	230	69.7	0	*	*	16	11	68.8	80	45	56.3	50	28	56.0	4	*	*	180	143	79.4
Moore	939	775	82.5	7	5	71.4	10	9	90.0	203	140	69.0	38	25	65.8	6	6	100.0	675	590	87.4
MAST**	28	23	82.1	0	*	*	0	*	*	8	4	50.0	0	*	*	1	*	*	19	18	94.7
Richmond	616	392	63.6	13	11	84.6	5	5	100.0	239	124	51.9	14	5	35.7	3	*	*	342	245	71.6
Scotland	509	336	66.0	55	32	58.2	1	*	*	230	135	58.7	5	4	80.0	4	*	*	214	161	75.2
Laurinburg Homework**	7	1	14.3	2	*	*	0	*	*	4	*	*	0	*	*	0	*	*	1	*	*
Stanly	816	637	78.1	3	*	*	33	20	60.6	119	74	62.2	13	7	53.8	3	*	*	645	531	82.3
Union	1,680	1,299	77.3	6	4	66.7	10	8	80.0	271	149	55.0	79	32	40.5	9	2	22.2	1,305	1,104	84.6

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
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1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
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Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Rowan County is not included due to incomplete data.
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2000-01 N.C. Tests of Computer Skills Report

Table 13 d. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2005, at End of Grade 8, by LEA and Ethnicity

Northeast Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**97,898**	**74,274**	**75.9**	**1,512**	**981**	**64.9**	**1,740**	**1,395**	**80.2**	**28,820**	**17,347**	**60.2**	**3,897**	**1,956**	**50.2**	**991**	**779**	**78.6**	**60,938**	**51,816**	**85.0**
Northeast Region	**6,539**	**4,555**	**69.7**	**49**	**23**	**46.9**	**36**	**31**	**86.1**	**3,395**	**1,930**	**56.8**	**91**	**44**	**48.4**	**43**	**32**	**74.4**	**2,925**	**2,495**	**85.3**
Beaufort	569	447	78.6	1	*	*	0	*	*	237	158	66.7	12	4	33.3	4	*	*	315	282	89.5
Bertie	291	133	45.7	0	*	*	0	*	*	238	99	41.6	2	*	*	3	*	*	48	32	66.7
Camden	115	108	93.9	0	*	*	4	*	*	15	10	66.7	0	*	*	0	*	*	96	94	97.9
Edenton/Chowan	205	170	82.9	0	*	*	0	*	*	114	86	75.4	1	*	*	0	*	*	90	83	92.2
Currituck	235	181	77.0	0	*	*	4	*	*	27	17	63.0	3	*	*	1	*	*	200	158	79.0
Dare	379	354	93.4	1	*	*	2	*	*	15	10	66.7	7	6	85.7	2	*	*	352	333	94.6
Edgecombe	577	288	49.9	0	*	*	0	*	*	332	158	47.6	12	2	16.7	3	*	*	230	127	55.2
Gates	149	130	87.2	0	*	*	1	*	*	63	53	84.1	0	*	*	0	*	*	85	76	89.4
Halifax	442	263	59.5	35	16	45.7	0	*	*	376	225	59.8	1	*	*	0	*	*	30	21	70.0
Roanoke Rapids City	230	196	85.2	1	*	*	6	6	100.0	60	39	65.0	2	*	*	2	*	*	159	147	92.5
Weldon City	77	50	64.9	0	*	*	0	*	*	74	47	63.5	1	*	*	0	*	*	2	*	*
Hertford	276	146	52.9	6	3	50.0	0	*	*	217	105	48.4	0	*	*	1	*	*	52	37	71.2
Hyde	51	41	80.4	0	*	*	0	*	*	21	13	61.9	0	*	*	0	*	*	30	28	93.3
Martin	378	255	67.5	1	*	*	1	*	*	213	115	54.0	9	5	55.6	1	*	*	153	134	87.6
Northampton	268	66	24.6	0	*	*	0	*	*	226	63	27.9	2	*	*	1	*	*	39	2	5.1
Elizabeth City/Pasquotank	444	292	65.8	1	*	*	3	*	*	214	115	53.7	3	*	*	7	3	42.9	216	169	78.2
Perquimans	144	132	91.7	0	*	*	0	*	*	52	44	84.6	0	*	*	1	*	*	91	87	95.6
Pitt	1,483	1,134	76.5	3	*	*	14	13	92.9	752	470	62.5	35	17	48.6	16	14	87.5	663	618	93.2
Tyrrell	74	62	83.8	0	*	*	0	*	*	37	29	78.4	1	*	*	0	*	*	36	33	91.7
Washington	152	107	70.4	0	*	*	1	*	*	112	74	66.1	0	*	*	1	*	*	38	32	84.2

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.

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Table 13e. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2005, at End of Grade 8, by LEA and Ethnicity

Southeast Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**97,898**	**74,274**	**75.9**	**1,512**	**981**	**64.9**	**1,740**	**1,395**	**80.2**	**28,820**	**17,347**	**60.2**	**3,897**	**1,956**	**50.2**	**991**	**779**	**78.6**	**60,938**	**51,816**	**85.0**
Southeast Region	**17,379**	**13,115**	**75.5**	**1,014**	**651**	**64.2**	**141**	**123**	**87.2**	**6,292**	**4,028**	**64.0**	**729**	**454**	**62.3**	**201**	**161**	**80.1**	**9,002**	**7,698**	**85.5**
Bladen	433	325	75.1	3	*	*	0	*	*	210	145	69.0	9	3	33.3	1	*	*	210	175	83.3
Brunswick	767	637	83.1	5	4	80.0	1	*	*	162	118	72.8	19	10	52.6	7	6	85.7	573	498	86.9
Carteret	694	604	87.0	0	*	*	2	*	*	71	52	73.2	8	4	50.0	12	12	100.0	601	535	89.0
Columbus	555	372	67.0	31	21	67.7	1	*	*	228	122	53.5	7	2	28.6	3	*	*	285	225	78.9
Whiteville City	221	168	76.0	2	*	*	1	*	*	103	62	60.2	5	3	60.0	2	*	*	108	99	91.7
Craven	1,093	845	77.3	5	3	60.0	9	5	55.6	380	249	65.5	30	19	63.3	4	*	*	665	566	85.1
Cumberland	3,862	2,983	77.2	70	50	71.4	54	50	92.6	1,850	1,277	69.0	216	166	76.9	54	43	79.6	1,618	1,397	86.3
Alpha Academy**	19	4	21.1	0	*	*	0	*	*	12	2	16.7	1	*	*	1	*	*	5	2	40.0
Duplin	678	472	69.6	3	*	*	0	*	*	250	146	58.4	92	42	45.7	1	*	*	332	281	84.6
Greene	229	154	67.2	0	*	*	0	*	*	115	71	61.7	21	10	47.6	2	*	*	91	72	79.1
Jones	102	80	78.4	0	*	*	0	*	*	53	42	79.2	3	*	*	1	*	*	45	36	80.0
Lenoir	787	518	65.8	1	*	*	1	*	*	397	218	54.9	27	13	48.1	4	*	*	357	281	78.7
New Hanover	1,564	1,270	81.2	8	5	62.5	19	19	100.0	411	254	61.8	23	14	60.9	14	10	71.4	1,089	968	88.9
Onslow	1,632	1,360	83.3	15	12	80.0	27	26	96.3	369	266	72.1	79	60	75.9	65	56	86.2	1,077	940	87.3
Pamlico	132	117	88.6	0	*	*	0	*	*	41	32	78.0	1	*	*	0	*	*	90	84	93.3
Arapahoe**	43	39	90.7	1	*	*	0	*	*	3	*	*	0	*	*	0	*	*	39	35	89.7
Pender	494	436	88.3	2	*	*	0	*	*	166	143	86.1	22	14	63.6	2	*	*	302	277	91.7
Robeson	1,864	1,121	60.1	825	527	63.9	9	6	66.7	564	271	48.0	50	25	50.0	7	4	57.1	409	288	70.4
CIS Academy**	32	13	40.6	22	7	31.8	0	*	*	5	3	60.0	0	*	*	0	*	*	5	3	60.0
Sampson	543	415	76.4	9	6	66.7	4	*	*	175	119	68.0	54	36	66.7	3	*	*	298	250	83.9
Clinton City	178	119	66.9	8	5	62.5	0	*	*	82	39	47.6	12	6	50.0	1	*	*	75	68	90.7
Wayne	1,457	1,063	73.0	4	*	*	13	10	76.9	645	394	61.1	50	25	50.0	17	14	82.4	728	618	84.9

Notes. [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
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2000-01 N.C. Tests of Computer Skills Report.

Table 13f. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2005, at End of Grade 8, by LEA and Ethnicity

Central Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**97,898**	**74,274**	**75.9**	**1,512**	**981**	**64.9**	**1,740**	**1,395**	**80.2**	**28,820**	**17,347**	**60.2**	**3,897**	**1,956**	**50.2**	**991**	**779**	**78.6**	**60,938**	**51,816**	**85.0**
Central Region	**29,483**	**23,170**	**78.6**	**126**	**91**	**72.2**	**645**	**529**	**82.0**	**9,698**	**6,234**	**64.3**	**1,371**	**699**	**51.0**	**424**	**345**	**81.4**	**17,219**	**15,272**	**88.7**
Alamance-Burlington	1,641	1,326	80.8	8	7	87.5	24	18	75.0	436	300	68.8	130	64	49.2	22	20	90.9	1,021	917	89.8
Lakeside School**	7	1	14.3	0	•	•	0	•	•	5	0	0.0	0	•	•	0	•	•	2	•	•
River Mill Charter**	19	18	94.7	0	•	•	0	•	•	2	•	•	0	•	•	1	•	•	16	15	93.8
Caswell	279	225	80.6	0	•	•	0	•	•	115	89	77.4	2	•	•	2	•	•	160	132	82.5
Chatham	521	434	83.3	1	•	•	3	•	•	139	112	80.6	50	23	46.0	7	6	85.7	321	290	90.3
Chatham Charter**	13	11	84.6	0	•	•	1	•	•	3	•	•	0	•	•	0	•	•	9	8	88.9
Woods Charter**	17	12	70.6	0	•	•	0	•	•	0	•	•	0	•	•	2	•	•	15	11	73.3
Durham	2,105	1,437	68.3	5	1	20.0	55	45	81.8	1,196	729	61.0	111	39	35.1	60	49	81.7	678	574	84.7
Carter Community**	18	1	5.6	0	•	•	0	•	•	16	1	6.3	0	•	•	1	•	•	1	•	•
Kestrel Heights**	36	30	83.3	0	•	•	0	•	•	13	8	61.5	0	•	•	0	•	•	23	22	95.7
Success Academy**	8	0	0.0	0	•	•	0	•	•	8	0	0.0	0	•	•	0	•	•	0	•	•
Omuteko Gwamaziima**	7	3	42.9	0	•	•	0	•	•	7	3	42.9	0	•	•	0	•	•	0	•	•
Franklin	575	444	77.2	2	•	•	1	•	•	219	146	66.7	23	7	30.4	5	3	60.0	325	285	87.7
Granville	619	505	81.6	2	•	•	4	•	•	259	188	72.6	21	12	57.1	6	6	100.0	327	295	90.2
Guilford	4,803	3,887	80.9	32	24	75.0	149	111	74.5	1,839	1,256	68.3	117	66	56.4	99	78	78.8	2,567	2,352	91.6
Imani Institute**	40	18	45.0	0	•	•	0	•	•	36	17	47.2	0	•	•	0	•	•	4	•	•
Harnett	1,285	1,005	78.2	7	4	57.1	2	•	•	366	245	66.9	66	41	62.1	23	18	78.3	821	695	84.7
Johnston	1,566	1,307	83.5	3	•	•	6	6	100.0	343	253	73.8	119	61	51.3	18	15	83.3	1,077	970	90.1
Lee	647	485	75.0	3	•	•	3	•	•	166	97	58.4	86	39	45.3	11	10	90.9	378	335	88.6
Provisions Academy**	13	8	61.5	0	•	•	0	•	•	5	3	60.0	0	•	•	0	•	•	8	5	62.5
Nash-Rocky Mount	1,294	939	72.6	4	•	•	10	6	60.0	684	414	60.5	34	16	47.1	8	8	100.0	554	492	88.8
Rocky Mt Charter Public*	74	53	71.6	1	•	•	1	•	•	39	21	53.8	2	•	•	3	•	•	28	27	96.4
Orange	503	357	71.0	2	•	•	4	•	•	118	72	61.0	9	8	88.9	10	7	70.0	360	265	73.6
Orange Co. Charter**	20	18	90.0	0	•	•	0	•	•	0	•	•	0	•	•	1	•	•	19	17	89.5
Chapel Hill\Carrboro City	740	666	90.0	1	•	•	66	53	80.3	112	87	77.7	30	15	50.0	15	15	100.0	516	495	95.9
Village Charter**	15	9	60.0	0	•	•	0	•	•	3	•	•	0	•	•	2	•	•	10	7	70.0
Person	472	364	77.1	2	•	•	2	•	•	170	120	70.6	10	3	30.0	2	•	•	286	237	82.9
Randolph	1,320	1,070	81.1	10	7	70.0	10	5	50.0	66	48	72.7	65	36	55.4	15	12	80.0	1,154	962	83.4

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.

*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

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2000-01 N.C. Tests of Computer Skills Report

Table 13f. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2005, at End of Grade 8, by LEA and Ethnicity

Central Region (continued)

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
State	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
	97,898	74,274	75.9	1,512	981	64.9	1,740	1,395	80.2	28,820	17,347	60.2	3,897	1,956	50.2	991	779	78.6	60,938	51,816	85.0
Rockingham	1,151	862	74.9	3	*	*	4	*	*	300	168	56.0	35	21	60.0	12	12	100.0	797	654	82.1
Bethany Community**	9	6	66.7	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*	9	6	66.7
Vance	579	314	54.2	0	*	*	1	*	*	353	146	41.4	20	10	50.0	4	*	*	201	154	76.6
Wake	7,399	6,091	82.3	20	17	85.0	282	251	89.0	1,936	1,227	63.4	338	179	53.0	76	63	82.9	4,747	4,354	91.7
Exploris**	56	55	98.2	0	*	*	0	*	*	7	7	100.0	2	*	*	2	*	*	45	44	97.8
Magellan**	63	63	100.0	0	*	*	3	*	*	4	*	*	1	*	*	0	*	*	55	55	100.0
Sterling Montessori**	14	14	100.0	1	*	*	0	*	*	0	*	*	0	*	*	0	*	*	13	13	100.0
East Wake Academy**	20	19	95.0	0	*	*	0	*	*	3	*	*	0	*	*	0	*	*	17	16	94.1
SPARC Academy**	22	10	45.5	0	*	*	0	*	*	22	10	45.5	0	*	*	0	*	*	0	*	*
Quest Academy**	15	15	100.0	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*	15	15	100.0
Warren	259	153	59.1	17	9	52.9	0	*	*	189	106	56.1	3	*	*	4	*	*	46	33	71.7
Wilson	864	633	73.3	0	*	*	4	*	*	446	291	65.2	41	24	58.5	12	6	50.0	361	309	85.6
S.B. Howard**	15	11	73.3	0	*	*	0	*	*	14	11	78.6	1	*	*	0	*	*	0	*	*

Notes [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.
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2000-01 N.C. Tests of Computer Skills Report.

Table 14a. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2004, at End of Grade 9, by LEA and Ethnicity

Western Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**102,252**	**82,613**	**80.8**	**1,561**	**1,121**	**71.8**	**1,967**	**1,522**	**77.4**	**30,597**	**21,334**	**69.7**	**3,911**	**2,019**	**51.6**	**895**	**721**	**80.6**	**63,314**	**55,896**	**88.3**
Western Region	**7,514**	**6,541**	**87.1**	**98**	**84**	**85.7**	**53**	**47**	**88.7**	**512**	**389**	**76.0**	**201**	**101**	**50.2**	**52**	**42**	**80.8**	**6,597**	**5,878**	**89.1**
Buncombe	1,946	1,648	84.7	14	9	64.3	17	14	82.4	123	86	69.9	51	22	43.1	23	19	82.6	1,717	1,498	87.2
Asheville City	351	265	75.5	0	•	•	5	4	80.0	142	103	72.5	12	7	58.3	2	•	•	190	150	78.9
Cherokee	293	254	86.7	7	6	85.7	1	•	•	3	•	•	6	5	83.3	2	•	•	274	237	86.5
Clay	97	94	96.9	0	•	•	0	•	•	1	•	•	1	•	•	0	•	•	95	92	96.8
Graham	92	81	88.0	10	10	100.0	1	•	•	0	•	•	1	•	•	1	•	•	79	69	87.3
Haywood	598	543	90.8	1	•	•	1	•	•	10	10	100.0	8	4	50.0	2	•	•	576	525	91.1
Henderson	1,004	893	88.9	5	5	100.0	11	10	90.9	49	39	79.6	71	34	47.9	10	8	80.0	858	797	92.9
Jackson	305	261	85.6	29	23	79.3	1	•	•	2	•	•	1	•	•	0	•	•	272	235	86.4
Macon	348	312	89.7	1	•	•	1	•	•	4	•	•	1	•	•	1	•	•	340	304	89.4
Madison	188	166	88.3	0	•	•	0	•	•	1	•	•	0	•	•	0	•	•	187	165	88.2
McDowell	442	400	90.5	2	•	•	10	10	100.0	17	16	94.1	16	6	37.5	1	•	•	396	367	92.7
Mitchell	190	172	90.5	0	•	•	0	•	•	1	•	•	1	•	•	0	•	•	188	170	90.4
Polk	175	161	92.0	0	•	•	2	•	•	13	13	100.0	8	6	75.0	0	•	•	152	140	92.1
Rutherford	810	665	82.1	1	•	•	2	•	•	127	94	74.0	19	10	52.6	6	4	66.7	655	554	84.6
Thomas Jefferson**	21	20	95.2	0	•	•	0	•	•	0	•	•	0	•	•	1	•	•	20	19	95.0
Swain	126	120	95.2	27	26	96.3	0	•	•	0	•	•	0	•	•	0	•	•	99	94	94.9
Transylvania	334	307	91.9	0	•	•	0	•	•	18	16	88.9	1	•	•	3	•	•	312	287	92.0
Yancey	194	179	92.3	1	•	•	1	•	•	1	•	•	4	•	•	0	•	•	187	175	93.6

Notes [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
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2000-01 N.C. Tests of Computer Skills Report

Table 14b. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2004, at End of Grade 9, by LEA and Ethnicity

Northwest Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**102,252**	**82,613**	**80.8**	**1,561**	**1,121**	**71.8**	**1,967**	**1,522**	**77.4**	**30,597**	**21,334**	**69.7**	**3,911**	**2,019**	**51.6**	**895**	**721**	**80.6**	**63,314**	**55,896**	**88.3**
Northwest Region	**15,855**	**13,290**	**83.8**	**33**	**28**	**84.8**	**399**	**326**	**81.7**	**2,459**	**1,660**	**67.5**	**627**	**307**	**49.0**	**108**	**84**	**77.8**	**12,225**	**10,885**	**89.0**
Alexander	380	346	91.1	0	*	*	12	10	83.3	21	15	71.4	7	4	57.1	1	*	*	339	316	93.2
Alleghany	117	104	88.9	0	*	*	0	*	*	4	*	*	1	*	*	0	*	*	112	100	89.3
Ashe	256	223	87.1	0	*	*	3	*	*	0	*	*	1	*	*	0	*	*	252	220	87.3
Avery	178	163	91.6	0	*	*	0	*	*	1	*	*	0	*	*	1	*	*	176	162	92.0
Grandfather Academy**	4	*	*	0	*	*	0	*	*	0	*	*	0	*	*	1	*	*	3	*	*
Crossnore Academy**	9	8	88.9	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*	9	8	88.9
Burke	1,115	907	81.3	0	*	*	109	94	86.2	74	56	75.7	35	20	57.1	5	3	60.0	892	734	82.3
Caldwell	909	797	87.7	1	*	*	6	5	83.3	61	39	63.9	23	14	60.9	9	8	88.9	808	731	90.5
Catawba	1,347	1,111	82.5	2	*	*	78	63	80.8	85	61	71.8	54	21	38.9	12	11	91.7	1,116	953	85.4
Hickory City	409	290	70.9	2	*	*	36	20	55.6	98	59	60.2	32	3	9.4	3	*	*	238	205	86.1
Newton Conover City	189	164	86.8	0	*	*	12	12	100.0	24	17	70.8	15	10	66.7	3	*	*	135	122	90.4
Davidson	1,485	1,314	88.5	9	8	88.9	11	10	90.9	38	26	68.4	8	4	50.0	3	*	*	1,416	1,263	89.2
Lexington City	280	166	59.3	1	*	*	20	14	70.0	140	85	60.7	39	6	15.4	6	3	50.0	74	57	77.0
Thomasville City	193	128	66.3	0	*	*	4	*	*	96	68	70.8	17	4	23.5	0	*	*	76	54	71.1
Davie	403	373	92.6	0	*	*	2	*	*	37	29	78.4	19	11	57.9	2	*	*	343	329	95.9
Winston-Salem/Forsyth	3,511	2,774	79.0	10	9	90.0	40	37	92.5	1,274	848	66.6	183	90	49.2	38	27	71.1	1,965	1,763	89.7
Lift Academy**	27	0	0.0	0	*	*	0	*	*	27	0	0.0	0	*	*	0	*	*	0	*	*
Iredell-Statesville	1,378	1,182	85.8	4	*	*	36	30	83.3	271	200	73.8	48	33	68.8	6	6	100.0	1,013	909	89.7
Mooresville City	314	232	73.9	0	*	*	7	6	85.7	52	23	44.2	2	*	*	2	*	*	250	203	81.2
Stokes	643	572	89.0	0	*	*	1	*	*	27	23	85.2	10	7	70.0	7	6	85.7	598	535	89.5
Surry	650	574	88.3	1	*	*	5	3	60.0	31	23	74.2	52	31	59.6	0	*	*	561	516	92.0
Elkin City	78	73	93.6	0	*	*	3	*	*	8	8	100.0	5	2	40.0	1	*	*	61	59	96.7
Mount Airy City	154	135	87.7	1	*	*	6	5	83.3	18	16	88.9	5	3	60.0	0	*	*	124	110	88.7
Watauga	437	418	95.7	0	*	*	3	*	*	7	6	85.7	7	7	100.0	1	*	*	419	403	96.2
Wilkes	886	778	87.8	0	*	*	4	*	*	45	35	77.8	21	10	47.6	5	5	100.0	810	724	89.4

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
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2000-01 N.C. Tests of Computer Skills Report

Table 14b. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2004, at End of Grade 9, by LEA and Ethnicity

Northwest Region (continued)

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**102,252**	**82,613**	**80.8**	**1,561**	**1,121**	**71.8**	**1,967**	**1,522**	**77.4**	**30,597**	**21,334**	**69.7**	**3,911**	**2,019**	**51.6**	**895**	**721**	**80.6**	**63,314**	**55,896**	**88.3**
Yadkin	503	458	91.1	2	*	*	1	*	*	20	18	90.0	43	27	62.8	2	*	*	435	409	94.0

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because an ethnic category may not have been coded on some student answer sheets.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

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2000-01 N.C. Tests of Computer Skills Report

Table 14c. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2004, at End of Grade 9, by LEA and Ethnicity

Southwest Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**102,252**	**82,613**	**80.8**	**1,561**	**1,121**	**71.8**	**1,967**	**1,522**	**77.4**	**30,597**	**21,334**	**69.7**	**3,911**	**2,019**	**51.6**	**895**	**721**	**80.6**	**63,314**	**55,896**	**88.3**
Southwest Region	**22,897**	**17,745**	**77.5**	**216**	**150**	**69.4**	**553**	**439**	**79.4**	**7,186**	**4,741**	**66.0**	**918**	**448**	**48.8**	**142**	**119**	**83.8**	**13,881**	**11,848**	**85.4**
Anson	333	254	76.3	0	*	*	5	5	100.0	211	141	66.8	1	*	*	1	*	*	115	106	92.2
Cabarrus	1,573	1,307	83.1	7	5	71.4	10	6	60.0	233	136	58.4	58	21	36.2	10	8	80.0	1,255	1,131	90.1
Kannapolis City	342	252	73.7	1	*	*	5	4	80.0	105	68	64.8	29	12	41.4	1	*	*	201	167	83.1
Cleveland	755	666	88.2	0	*	*	1	*	*	179	142	79.3	8	5	62.5	1	*	*	566	517	91.3
Kings Mountain	359	319	88.9	1	*	*	9	8	88.9	91	80	87.9	5	4	80.0	3	*	*	250	223	89.2
Shelby City	255	217	85.1	0	*	*	1	*	*	128	95	74.2	1	*	*	4	*	*	121	116	95.9
Gaston	2,568	2,170	84.5	3	*	*	38	33	86.8	486	368	75.7	69	29	42.0	15	11	73.3	1,957	1,728	88.3
Hoke	467	318	68.1	79	54	68.4	3	*	*	245	155	63.3	18	11	61.1	4	*	*	118	92	78.0
Lincoln	882	677	76.8	0	*	*	5	3	60.0	75	40	53.3	60	21	35.0	6	6	100.0	736	607	82.5
Charlotte/Mecklenburg	8,603	6,793	79.0	36	26	72.2	388	315	81.2	3,820	2,590	67.8	422	229	54.3	51	41	80.4	3,886	3,592	92.4
Kennedy Charter**	17	6	35.3	0	*	*	0	*	*	10	5	50.0	0	*	*	0	*	*	7	1	14.3
Montgomery	353	294	83.3	0	*	*	11	11	100.0	99	75	75.8	42	29	69.0	1	*	*	200	178	89.0
Moore	920	728	79.1	9	5	55.6	3	*	*	221	145	65.6	32	17	53.1	12	10	83.3	643	548	85.2
Richmond	527	430	81.6	9	5	55.6	6	6	100.0	169	128	75.7	14	6	42.9	2	*	*	327	283	86.5
Scotland	571	430	75.3	58	47	81.0	4	*	*	267	177	66.3	2	*	*	4	*	*	236	199	84.3
Laurinburg**	38	0	0.0	0	*	*	0	*	*	36	0	0.0	0	*	*	1	*	*	1	*	*
Laurinburg Homework**	27	20	74.1	2	*	*	0	*	*	17	12	70.6	0	*	*	0	*	*	8	7	87.5
Stanly	832	770	92.5	2	*	*	28	24	85.7	122	97	79.5	16	10	62.5	6	6	100.0	658	631	95.9
Union	1,819	1,583	87.0	3	*	*	13	8	61.5	293	209	71.3	92	45	48.9	13	9	69.2	1,404	1,310	93.3

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.

*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because an ethnic category may not have been coded on some student answer sheets.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Rowan County is not included due to incomplete data.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.
Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Table 14d. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2004, at End of Grade 9, by LEA and Ethnicity

Northeast Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**102,252**	**82,613**	**80.8**	**1,561**	**1,121**	**71.8**	**1,967**	**1,522**	**77.4**	**30,597**	**21,334**	**69.7**	**3,911**	**2,019**	**51.6**	**895**	**721**	**80.6**	**63,314**	**55,896**	**88.3**
Northeast Region	**7,250**	**5,768**	**79.6**	**42**	**37**	**88.1**	**52**	**38**	**73.1**	**3,768**	**2,677**	**71.0**	**102**	**52**	**51.0**	**18**	**16**	**88.9**	**3,268**	**2,948**	**90.2**
Beaufort	598	494	82.6	0	*	*	5	3	60.0	250	189	75.6	21	5	23.8	0	*	*	322	297	92.2
Bertie	313	202	64.5	1	*	*	2	*	*	269	170	63.2	0	*	*	0	*	*	41	30	73.2
Camden	126	114	90.5	1	*	*	1	*	*	27	22	81.5	0	*	*	0	*	*	97	90	92.8
Edenton/Chowan	222	196	88.3	0	*	*	1	*	*	119	100	84.0	0	*	*	1	*	*	101	94	93.1
Currituck	303	270	89.1	2	*	*	0	*	*	28	24	85.7	3	*	*	1	*	*	269	243	90.3
Dare	350	306	87.4	1	*	*	1	*	*	9	7	77.8	7	5	71.4	2	*	*	330	290	87.9
Edgecombe	581	412	70.9	0	*	*	2	*	*	329	207	62.9	19	7	36.8	1	*	*	230	196	85.2
Gates	194	177	91.2	0	*	*	0	*	*	91	83	91.2	0	*	*	1	*	*	102	94	92.2
Halifax	488	408	83.6	27	25	92.6	0	*	*	438	362	82.6	0	*	*	2	*	*	21	19	90.5
Roanoke Rapids City	291	246	84.5	1	*	*	8	6	75.0	54	37	68.5	3	*	*	1	*	*	224	198	88.4
Weldon City	89	53	59.6	0	*	*	0	*	*	81	49	60.5	1	*	*	0	*	*	7	3	42.9
Hertford	444	237	53.4	5	3	60.0	2	*	*	359	177	49.3	2	*	*	0	*	*	76	57	75.0
Hyde	53	48	90.6	0	*	*	0	*	*	21	20	95.2	1	*	*	0	*	*	31	27	87.1
Martin	333	293	88.0	0	*	*	0	*	*	177	149	84.2	5	3	60.0	0	*	*	151	141	93.4
Northampton	304	213	70.1	0	*	*	0	*	*	247	165	66.8	1	*	*	0	*	*	56	48	85.7
Elizabeth City/Pasquotank	595	427	71.8	0	*	*	4	*	*	300	187	62.3	4	*	*	3	*	*	284	230	81.0
Perquimans	169	147	87.0	1	*	*	1	*	*	64	47	73.4	0	*	*	0	*	*	103	98	95.1
Pitt	1,558	1,328	85.2	3	*	*	21	19	90.5	768	576	75.0	29	18	62.1	6	6	100.0	731	706	96.6
Tyrrell	60	48	80.0	0	*	*	2	*	*	25	18	72.0	3	*	*	0	*	*	30	29	96.7
Washington	179	149	83.2	0	*	*	2	*	*	112	88	78.6	3	*	*	0	*	*	62	58	93.5

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.

*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because an ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

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2000-01 N.C. Tests of Computer Skills Report

Table 14e. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2004, at End of Grade 9, by LEA and Ethnicity

Southeast Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**102,252**	**82,613**	**80.8**	**1,561**	**1,121**	**71.8**	**1,967**	**1,522**	**77.4**	**30,597**	**21,334**	**69.7**	**3,911**	**2,019**	**51.6**	**895**	**721**	**80.6**	**63,314**	**55,896**	**88.3**
Southeast Region	**19,083**	**15,203**	**79.7**	**1,043**	**710**	**68.1**	**220**	**174**	**79.1**	**7,099**	**4,983**	**70.2**	**666**	**451**	**67.7**	**204**	**173**	**84.8**	**9,850**	**8,712**	**88.4**
Bladen	409	299	73.1	7	4	57.1	1	•	•	209	139	66.5	11	2	18.2	0	•	•	181	153	84.5
Brunswick	829	709	85.5	4	•	•	3	•	•	187	148	79.1	14	5	35.7	6	4	66.7	615	546	88.8
Carteret	686	630	91.8	3	•	•	3	•	•	72	54	75.0	16	10	62.5	5	5	100.0	587	555	94.5
Cape Lookout Marine**	49	38	77.6	0	•	•	0	•	•	5	2	40.0	1	•	•	0	•	•	43	35	81.4
Columbus	619	437	70.6	38	23	60.5	0	•	•	262	148	56.5	5	2	40.0	2	•	•	312	263	84.3
Whiteville City	231	158	68.4	3	•	•	1	•	•	107	67	62.6	4	•	•	1	•	•	115	85	73.9
Craven	1,110	988	89.0	2	•	•	13	12	92.3	363	294	81.0	29	20	69.0	7	6	85.7	696	654	94.0
Cumberland	4,471	3,694	82.6	86	68	79.1	89	76	85.4	2,082	1,608	77.2	218	175	80.3	66	58	87.9	1,930	1,709	88.5
Duplin	676	530	78.4	0	•	•	1	•	•	266	184	69.2	75	41	54.7	1	•	•	333	304	91.3
Greene	299	195	65.2	0	•	•	0	•	•	162	91	56.2	26	15	57.7	0	•	•	111	89	80.2
Jones	109	91	83.5	1	•	•	0	•	•	65	51	78.5	1	•	•	0	•	•	42	40	95.2
Lenoir	940	747	79.5	2	•	•	2	•	•	507	375	74.0	23	14	60.9	3	•	•	403	352	87.3
New Hanover	1,861	1,575	84.6	8	7	87.5	24	15	62.5	530	376	70.9	23	14	60.9	15	15	100.0	1,261	1,148	91.0
Onslow	1,734	1,448	83.5	22	20	90.9	43	34	79.1	408	296	72.5	67	57	85.1	59	52	88.1	1,135	989	87.1
Pamlico	171	146	85.4	0	•	•	1	•	•	48	38	79.2	3	•	•	0	•	•	119	104	87.4
Pender	543	422	77.7	0	•	•	0	•	•	183	120	65.6	15	9	60.0	6	3	50.0	339	290	85.5
Robeson	1,980	1,282	64.7	845	558	66.0	7	6	85.7	635	355	55.9	29	10	34.5	8	7	87.5	455	346	76.0
Sampson	577	511	88.6	9	7	77.8	1	•	•	204	165	80.9	53	41	77.4	2	•	•	308	295	95.8
Clinton City	204	179	87.7	12	11	91.7	0	•	•	98	77	78.6	5	2	40.0	2	•	•	87	87	100.0
Wayne	1,551	1,119	72.1	1	•	•	31	19	61.3	672	390	58.0	48	28	58.3	21	13	61.9	778	668	85.9
Wayne Academy**	34	5	14.7	0	•	•	0	•	•	34	5	14.7	0	•	•	0	•	•	0	•	•

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
•Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because an ethnic category may not have been coded on some student answer sheets.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

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2000-01 N.C. Tests of Computer Skills Report

Table 14f. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2004, at End of Grade 9, by LEA and Ethnicity

Central Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**102,252**	**82,613**	**80.8**	**1,561**	**1,121**	**71.8**	**1,967**	**1,522**	**77.4**	**30,597**	**21,334**	**69.7**	**3,911**	**2,019**	**51.6**	**895**	**721**	**80.6**	**63,314**	**55,896**	**88.3**
Central Region	**29,644**	**24,066**	**81.2**	**129**	**112**	**86.8**	**690**	**498**	**72.2**	**9,572**	**6,884**	**71.9**	**1,397**	**660**	**47.2**	**371**	**287**	**77.4**	**17,483**	**15,625**	**89.3**
Alamance-Burlington	1,775	1,465	82.5	6	4	66.7	26	20	76.9	443	326	73.6	136	45	33.1	18	17	94.4	1,146	1,053	91.9
Lakeside School**	16	10	62.5	1	*	*	0	*	*	11	7	63.6	0	*	*	0	*	*	4	*	*
River Mill Charter**	22	20	90.9	0	*	*	0	*	*	2	*	*	0	*	*	0	*	*	20	18	90.0
Caswell	309	264	85.4	0	*	*	0	*	*	146	115	78.8	5	2	40.0	3	*	*	155	144	92.9
Chatham	593	517	87.2	3	*	*	3	*	*	134	109	81.3	64	35	54.7	6	6	100.0	383	362	94.5
Woods Charter**	13	11	84.6	1	*	*	0	*	*	0	*	*	0	*	*	1	*	*	11	9	81.8
Durham	2,393	1,626	67.9	7	6	85.7	61	42	68.9	1,279	806	63.0	136	41	30.1	34	36	66.7	856	695	81.2
Carter Community**	14	7	50.0	0	*	*	0	*	*	14	7	50.0	0	*	*	0	*	*	0	*	*
Kestrel Heights**	31	23	74.2	0	*	*	0	*	*	21	16	76.2	0	*	*	2	*	*	8	7	87.5
Omuteko Gwamaziima**	5	3	60.0	1	*	*	0	*	*	4	*	*	0	*	*	0	*	*	0	*	*
Franklin	630	531	84.3	0	*	*	4	*	*	267	209	78.3	21	11	52.4	5	3	60.0	333	305	91.6
Granville	679	599	88.2	0	*	*	3	*	*	271	224	82.7	19	14	73.7	6	4	66.7	380	354	93.2
Guilford	5,143	4,340	84.4	37	34	91.9	181	121	66.9	1,931	1,461	75.7	133	79	59.4	89	68	76.4	2,772	2,577	93.0
Harnett	1,230	1,034	84.1	9	7	77.8	5	4	80.0	369	279	75.6	67	50	74.6	20	17	85.0	760	677	89.1
Johnston	1,596	1,350	84.6	8	7	87.5	3	*	*	349	263	75.4	111	49	44.1	18	14	77.8	1,107	1,014	91.6
Lee	717	612	85.4	4	*	*	8	8	100.0	204	160	78.4	82	49	59.8	10	8	80.0	409	383	93.6
Provisions Academy**	5	2	40.0	0	*	*	0	*	*	3	*	*	0	*	*	0	*	*	2	*	*
Nash-Rocky Mount	349	320	91.7	1	*	*	1	*	*	107	91	85.0	28	21	75.0	0	*	*	212	207	97.6
Orange	506	358	70.8	1	*	*	4	*	*	115	71	61.7	14	8	57.1	6	5	83.3	366	271	74.0
New Century**	10	6	60.0	0	*	*	0	*	*	2	*	*	0	*	*	0	*	*	8	4	50.0
Person	406	346	85.2	2	*	*	0	*	*	140	102	72.9	8	4	50.0	0	*	*	256	238	93.0
Randolph	1,320	1,176	89.1	5	5	100.0	8	4	50.0	62	48	77.4	60	37	61.7	8	7	87.5	1,177	1,075	91.3
Asheboro City	308	258	83.8	1	*	*	10	6	60.0	38	32	84.2	48	28	58.3	8	5	62.5	203	187	92.1
Rockingham	1,079	938	86.9	3	*	*	5	5	100.0	254	204	80.3	30	16	53.3	4	*	*	783	706	90.2
Vance	577	463	80.2	2	*	*	3	*	*	381	285	74.8	5	1	20.0	4	*	*	182	169	92.9

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because an ethnic category may not have been coded on some student answer sheets.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Chapel Hill/Carrboro City is not included due to incomplete data.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.
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2000-01 N.C. Tests of Computer Skills Report

Table 14f. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2004, at End of Grade 9, by LEA and Ethnicity

Central Region (continued)

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**102,252**	**82,613**	**80.8**	**1,561**	**1,121**	**71.8**	**1,967**	**1,522**	**77.4**	**30,597**	**21,334**	**69.7**	**3,911**	**2,019**	**51.6**	**895**	**721**	**80.6**	**63,314**	**55,896**	**88.3**
Wake	7,730	6,321	81.8	15	13	86.7	291	238	81.8	2,197	1,523	69.3	345	140	40.6	77	62	80.5	4,805	4,345	90.4
J.H. Baker Jr. Charter**	11	2	18.2	0	•	•	0	•	•	6	1	16.7	3	•	•	0	•	•	2	•	•
East Wake Academy**	9	7	77.8	0	•	•	0	•	•	1	•	•	0	•	•	0	•	•	8	7	87.5
Raleigh Charter High**	117	109	93.2	0	•	•	1	•	•	6	6	100.0	0	•	•	0	•	•	110	103	93.6
Quest Academy**	3	•	•	0	•	•	0	•	•	0	•	•	0	•	•	0	•	•	3	•	•
Community Partners**	69	58	84.1	0	•	•	1	•	•	10	6	60.0	4	•	•	2	•	•	52	46	88.5
Warren	316	212	67.1	20	16	80.0	0	•	•	229	143	62.4	3	•	•	1	•	•	63	52	82.5
Wilson	852	690	81.0	1	•	•	9	7	77.8	438	329	75.1	32	20	62.5	6	6	100.0	366	327	89.3

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because an ethnic category may not have been coded on some student answer sheets.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Rowan County is not included due to incomplete data.
Chapel Hill/Carrboro City is not included due to incomplete data.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.
Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report.

Table 15a. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2003, at End of Grade 10, by LEA and Ethnicity

Western Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**85,592**	**76,964**	**89.9**	**1,068**	**921**	**86.2**	**1,778**	**1,474**	**82.9**	**24,137**	**20,010**	**82.9**	**2,396**	**1,731**	**72.2**	**691**	**615**	**89.0**	**55,521**	**52,213**	**94.0**
Western Region	**6,396**	**6,001**	**93.8**	**55**	**52**	**94.5**	**52**	**48**	**92.3**	**356**	**298**	**83.7**	**122**	**83**	**68.0**	**44**	**44**	**100.0**	**5,767**	**5,476**	**95.0**
Buncombe	1,642	1,535	93.5	9	9	100.0	18	14	77.8	76	58	76.3	26	19	73.1	7	7	100.0	1,506	1,428	94.8
Asheville City	295	261	88.5	0	*	*	2	*	*	85	65	76.5	8	5	62.5	3	*	*	197	186	94.4
Cherokee	242	227	93.8	2	*	*	1	*	*	6	6	100.0	4	*	*	2	*	*	227	212	93.4
Clay	104	98	94.2	0	*	*	0	*	*	0	*	*	0	*	*	1	*	*	103	97	94.2
Graham	72	65	90.3	2	*	*	0	*	*	0	*	*	0	*	*	0	*	*	70	64	91.4
Haywood	523	495	94.6	2	*	*	0	*	*	9	9	100.0	9	6	66.7	3	*	*	500	475	95.0
Henderson	864	814	94.2	0	*	*	10	10	100.0	44	41	93.2	46	27	58.7	13	13	100.0	751	723	96.3
Jackson	265	248	93.6	16	15	93.8	0	*	*	3	*	*	2	*	*	0	*	*	244	228	93.4
Macon	256	237	92.6	0	*	*	2	*	*	0	*	*	2	*	*	1	*	*	251	232	92.4
Madison	157	149	94.9	1	*	*	0	*	*	0	*	*	0	*	*	0	*	*	156	148	94.9
McDowell	426	404	94.8	0	*	*	16	16	100.0	18	16	88.9	2	*	*	1	*	*	389	370	95.1
Mitchell	171	164	95.9	0	*	*	0	*	*	0	*	*	2	*	*	1	*	*	168	161	95.8
Polk	157	157	100.0	1	*	*	0	*	*	10	10	100.0	4	*	*	2	*	*	140	140	100.0
Rutherford	632	588	93.0	0	*	*	2	*	*	82	69	84.1	11	6	54.5	4	*	*	533	507	95.1
Thomas Jefferson**	10	10	100.0	0	*	*	0	*	*	0	*	*	0	*	*	2	*	*	8	8	100.0
Swain	110	101	91.8	22	21	95.5	1	*	*	0	*	*	0	*	*	1	*	*	86	78	90.7
Transylvania	287	277	96.5	0	*	*	0	*	*	19	17	89.5	4	*	*	3	*	*	261	254	97.3
Yancey	183	171	93.4	0	*	*	0	*	*	4	*	*	2	*	*	0	*	*	177	165	93.2

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.

*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

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Table 15b. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2003, at End of Grade 10, by LEA and Ethnicity

Northwest Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**85,592**	**76,964**	**89.9**	**1,068**	**921**	**86.2**	**1,778**	**1,474**	**82.9**	**24,137**	**20,010**	**82.9**	**2,396**	**1,731**	**72.2**	**691**	**615**	**89.0**	**55,521**	**52,213**	**94.0**
Northwest Region	**13,396**	**12,289**	**91.7**	**19**	**16**	**84.2**	**326**	**283**	**86.8**	**1,865**	**1,546**	**82.9**	**393**	**258**	**65.6**	**86**	**78**	**90.7**	**10,707**	**10,108**	**94.4**
Alexander	362	344	95.0	1	•	•	15	14	93.3	19	18	94.7	5	3	60.0	0	•	•	322	308	95.7
Alleghany	109	105	96.3	0	•	•	0	•	•	0	•	•	4	•	•	0	•	•	105	102	97.1
Ashe	253	239	94.5	0	•	•	0	•	•	2	•	•	6	5	83.3	1	•	•	244	231	94.7
Avery	166	160	96.4	0	•	•	0	•	•	1	•	•	1	•	•	0	•	•	164	159	97.0
Crossnore Academy**	5	4	80.0	0	•	•	0	•	•	0	•	•	0	•	•	0	•	•	5	4	80.0
Burke	965	897	93.0	0	•	•	89	84	94.4	61	53	86.9	26	22	84.6	7	7	100.0	782	731	93.5
Caldwell	782	733	93.7	4	•	•	9	8	88.9	52	46	88.5	13	9	69.2	5	4	80.0	699	664	95.0
Catawba	1,141	1,017	89.1	2	•	•	78	67	85.9	76	59	77.6	34	22	64.7	4	•	•	947	864	91.2
Hickory City	280	231	82.5	0	•	•	15	8	53.3	71	53	74.6	14	6	42.9	5	4	80.0	175	160	91.4
Newton Conover City	195	183	93.8	1	•	•	10	10	100.0	24	21	87.5	19	12	63.2	1	•	•	140	138	98.6
Davidson	1,372	1,277	93.1	4	•	•	11	10	90.9	38	30	78.9	12	8	66.7	2	•	•	1,305	1,224	93.8
Lexington City	151	120	79.5	0	•	•	12	9	75.0	68	56	82.4	12	5	41.7	3	•	•	56	48	85.7
Thomasville City	128	107	83.6	0	•	•	6	4	66.7	63	51	81.0	7	3	42.9	1	•	•	51	48	94.1
Davie	421	405	96.2	0	•	•	1	•	•	47	42	89.4	8	6	75.0	2	•	•	363	354	97.5
Winston-Salem/Forsyth	2,861	2,583	90.3	3	•	•	30	25	83.3	941	805	85.5	99	66	66.7	41	38	92.7	1,747	1,646	94.2
Lift Academy**	37	0	0.0	0	•	•	0	•	•	36	0	0.0	0	•	•	0	•	•	1	•	•
Iredell-Statesville	1,134	1,031	90.9	1	•	•	28	23	82.1	205	170	82.9	30	17	56.7	2	•	•	868	818	94.2
Mooresville City	304	247	81.3	0	•	•	3	•	•	51	34	66.7	1	•	•	0	•	•	249	209	83.9
Stokes	510	494	96.9	0	•	•	1	•	•	19	19	100.0	9	8	88.9	4	•	•	477	462	96.9
Surry	513	482	94.0	1	•	•	6	5	83.3	19	18	94.7	38	25	65.8	3	•	•	446	430	96.4
Elkin City	68	63	92.6	0	•	•	0	•	•	2	•	•	4	•	•	0	•	•	62	59	95.2
Mount Airy City	152	147	96.7	0	•	•	6	6	100.0	13	10	76.9	4	•	•	1	•	•	128	126	98.4
Watauga	371	363	97.8	1	•	•	2	•	•	3	•	•	1	•	•	1	•	•	363	355	97.8
Wilkes	723	680	94.1	1	•	•	4	•	•	39	39	100.0	22	12	54.5	0	•	•	657	626	95.3
Yadkin	393	377	95.9	0	•	•	0	•	•	15	14	93.3	24	18	75.0	3	•	•	351	342	97.4

Notes

[1]These data represent the highest test score of each student for all the test administrations in which the student participated.

•Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

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Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section

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Table 15c. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2003, at End of Grade 10, by LEA and Ethnicity

Southwest Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**85,592**	**76,964**	**89.9**	**1,068**	**921**	**86.2**	**1,778**	**1,474**	**82.9**	**24,137**	**20,010**	**82.9**	**2,396**	**1,731**	**72.2**	**691**	**615**	**89.0**	**55,521**	**52,213**	**94.0**
Southwest Region	**18,203**	**16,306**	**89.6**	**124**	**110**	**88.7**	**510**	**428**	**83.9**	**5,203**	**4,321**	**83.0**	**570**	**406**	**71.2**	**92**	**76**	**82.6**	**11,703**	**10,965**	**93.7**
Anson	309	269	87.1	0	•	•	5	5	100.0	184	149	81.0	1	•	•	2	•	•	117	113	96.6
Cabarrus	1,361	1,248	91.7	5	4	80.0	13	9	69.2	160	133	83.1	27	14	51.9	7	6	85.7	1,149	1,082	94.2
Kannapolis City	228	219	96.1	1	•	•	6	5	83.3	81	78	96.3	7	6	85.7	2	•	•	131	127	96.9
Cleveland	504	479	95.0	0	•	•	1	•	•	107	95	88.8	4	•	•	2	•	•	390	377	96.7
Kings Mountain	311	304	97.7	1	•	•	11	11	100.0	79	78	98.7	6	6	100.0	4	•	•	210	204	97.1
Shelby City	188	170	90.4	0	•	•	1	•	•	82	67	81.7	0	•	•	0	•	•	105	102	97.1
Gaston	2,055	1,855	90.3	2	•	•	28	28	100.0	387	309	79.8	48	36	75.0	12	12	100.0	1,578	1,468	93.0
Hoke	336	287	85.4	31	26	83.9	5	4	80.0	174	139	79.9	17	16	94.1	7	7	100.0	102	95	93.1
Lincoln	713	636	89.2	2	•	•	4	•	•	65	51	78.5	44	28	63.6	5	4	80.0	592	548	92.6
Charlotte/Mecklenburg	6,613	5,962	90.2	25	22	88.0	337	280	83.1	2,572	2,182	84.8	269	195	72.5	22	16	72.7	3,388	3,267	96.4
Kennedy Charter**	6	3	50.0	0	•	•	0	•	•	4	•	•	0	•	•	0	•	•	2	•	•
Montgomery	301	279	92.7	0	•	•	16	14	87.5	84	70	83.3	19	16	84.2	0	•	•	182	179	98.4
Moore	727	640	88.0	6	5	83.3	5	5	100.0	171	142	83.0	18	14	77.8	6	4	66.7	521	470	90.2
Richmond	560	516	92.1	2	•	•	10	7	70.0	220	197	89.5	9	6	66.7	2	•	•	317	302	95.3
Scotland	411	360	87.6	40	38	95.0	5	4	80.0	184	152	82.6	3	•	•	3	•	•	176	162	92.0
Laurinburg**	22	0	0.0	0	•	•	0	•	•	21	0	0.0	0	•	•	0	•	•	1	•	•
Laurinburg Homework**	16	13	81.3	3	•	•	0	•	•	5	4	80.0	0	•	•	0	•	•	8	6	75.0
Stanly	709	669	94.4	2	•	•	27	22	81.5	103	87	84.5	7	6	85.7	2	•	•	568	550	96.8
Union	1,486	1,423	95.8	1	•	•	13	12	92.3	247	217	87.9	47	39	83.0	11	8	72.7	1,167	1,146	98.2

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
•Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.
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Rowan County is not included due to incomplete data.

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Table 15d. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2003, at End of Grade 10, by LEA and Ethnicity

Northeast Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	85,592	76,964	89.9	1,068	921	86.2	1,778	1,474	82.9	24,137	20,010	82.9	2,396	1,731	72.2	691	615	89.0	55,521	52,213	94.0
Northeast Region	5,950	5,354	90.0	31	31	100.0	40	37	92.5	2,997	2,531	84.5	55	45	81.8	20	18	90.0	2,807	2,692	95.9
Beaufort	507	473	93.3	0	*	*	2	*	*	209	181	86.6	4	*	*	0	*	*	292	286	97.9
Bertie	242	200	82.6	0	*	*	0	*	*	193	160	82.9	0	*	*	1	*	*	48	39	81.3
Camden	91	86	94.5	0	*	*	0	*	*	16	14	87.5	1	*	*	0	*	*	74	71	95.9
Edenton/Chowan	196	187	95.4	1	*	*	1	*	*	83	78	94.0	0	*	*	0	*	*	111	108	97.3
Currituck	219	212	96.8	2	*	*	2	*	*	23	21	91.3	4	*	*	2	*	*	186	181	97.3
Dare	338	312	92.3	1	*	*	1	*	*	15	15	100.0	10	7	70.0	2	*	*	309	287	92.9
Edgecombe	508	435	85.6	0	*	*	1	*	*	290	235	81.0	8	5	62.5	3	*	*	206	192	93.2
Gates	162	156	96.3	0	*	*	2	*	*	79	74	93.7	1	*	*	0	*	*	80	79	98.8
Halifax	414	378	91.3	23	23	100.0	0	*	*	378	342	90.5	1	*	*	2	*	*	10	10	100.0
Roanoke Rapids City	199	192	96.5	1	*	*	6	6	100.0	46	41	89.1	1	*	*	0	*	*	145	143	98.6
Weldon City	66	54	81.8	0	*	*	0	*	*	64	52	81.3	0	*	*	1	*	*	1	*	*
Hertford	289	226	78.2	1	*	*	0	*	*	219	164	74.9	2	*	*	1	*	*	66	58	87.9
Hyde	41	39	95.1	0	*	*	0	*	*	24	23	95.8	0	*	*	0	*	*	17	16	94.1
Martin	321	306	95.3	1	*	*	0	*	*	171	159	93.0	5	4	80.0	0	*	*	144	142	98.6
Northampton	227	135	59.5	0	*	*	0	*	*	187	100	53.5	0	*	*	1	*	*	39	34	87.2
Elizabeth City/Pasquotank	475	429	90.3	0	*	*	3	*	*	222	189	85.1	4	*	*	1	*	*	245	232	94.7
Perquimans	124	122	98.4	0	*	*	0	*	*	57	56	98.2	1	*	*	0	*	*	66	65	98.5
Pitt	1,302	1,202	92.3	1	*	*	21	20	95.2	572	495	86.5	12	9	75.0	6	5	83.3	690	672	97.4
Tyrrell	60	56	93.3	0	*	*	0	*	*	29	26	89.7	1	*	*	0	*	*	30	29	96.7
Washington	169	154	91.1	0	*	*	1	*	*	120	106	88.3	0	*	*	0	*	*	48	47	97.9

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.

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2000-01 N.C. Tests of Computer Skills Report

Table 15c. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2003, at End of Grade 10, by LEA and Ethnicity

Southeast Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**85,592**	**76,964**	**89.9**	**1,068**	**921**	**86.2**	**1,778**	**1,474**	**82.9**	**24,137**	**20,010**	**82.9**	**2,396**	**1,731**	**72.2**	**691**	**615**	**89.0**	**55,521**	**52,213**	**94.0**
Southeast Region	**15,590**	**13,901**	**89.2**	**737**	**625**	**84.8**	**185**	**160**	**86.5**	**5,628**	**4,657**	**82.7**	**482**	**401**	**83.2**	**197**	**181**	**91.9**	**8,361**	**7,877**	**94.2**
Bladen	362	293	80.9	1	*	*	0	*	*	174	128	73.6	4	*	*	1	*	*	182	161	88.5
Brunswick	651	602	92.5	7	6	85.7	3	*	*	177	162	91.5	6	5	83.3	2	*	*	456	424	93.0
Carteret	620	595	96.0	2	*	*	2	*	*	52	47	90.4	13	9	69.2	2	*	*	549	533	97.1
Cape Lookout Marine**	26	25	96.2	0	*	*	0	*	*	2	*	*	0	*	*	1	*	*	23	23	100.0
Columbus	510	426	83.5	22	19	86.4	0	*	*	230	171	74.3	2	*	*	1	*	*	255	234	91.8
Whiteville City	215	162	75.3	2	*	*	0	*	*	90	49	54.4	2	*	*	0	*	*	121	110	90.9
Craven	963	891	92.5	3	*	*	11	9	81.8	312	279	89.4	23	18	78.3	11	11	100.0	603	571	94.7
Cumberland	3,688	3,286	89.1	68	60	88.2	75	71	94.7	1,666	1,422	85.4	216	187	86.6	72	66	91.7	1,591	1,480	93.0
Duplin	529	464	87.7	0	*	*	0	*	*	201	152	75.6	38	30	78.9	1	*	*	289	281	97.2
Greene	206	187	90.8	0	*	*	1	*	*	109	94	86.2	4	*	*	1	*	*	91	87	95.6
Jones	107	95	88.8	0	*	*	0	*	*	69	60	87.0	2	*	*	0	*	*	36	34	94.4
Lenoir	655	592	90.4	0	*	*	3	*	*	305	264	86.6	8	8	100.0	1	*	*	338	317	93.8
New Hanover	1,500	1,388	92.5	5	4	80.0	24	19	79.2	369	312	84.6	11	7	63.6	25	22	88.0	1,066	1,024	96.1
Onslow	1,470	1,369	93.1	14	14	100.0	30	27	90.0	364	321	88.2	53	48	90.6	49	46	93.9	960	913	95.1
Pamlico	156	146	93.6	2	*	*	0	*	*	55	47	85.5	0	*	*	0	*	*	99	97	98.0
Pender	420	373	88.8	1	*	*	0	*	*	135	109	80.7	7	4	57.1	3	*	*	274	256	93.4
Robeson	1,447	1,197	82.7	597	500	83.8	8	5	62.5	502	396	78.9	18	14	77.8	3	*	*	319	279	87.5
Sampson	478	458	95.8	7	7	100.0	1	*	*	139	132	95.0	32	26	81.3	5	5	100.0	294	287	97.6
Clinton City	166	158	95.2	3	*	*	1	*	*	75	72	96.0	8	5	62.5	0	*	*	79	77	97.5
Wayne	1,408	1,189	84.4	3	*	*	26	19	73.1	590	434	73.6	34	29	85.3	19	16	84.2	736	689	93.6
Wayne Academy**	13	5	38.5	0	*	*	0	*	*	12	5	41.7	1	*	*	0	*	*	0	*	*

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.

*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated, the complete name can be found in the Appendix.

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2000-01 N.C. Tests of Computer Skills Report

Table 15f. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2003, at End of Grade 10, by LEA and Ethnicity

Central Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	85,592	76,964	89.9	1,068	921	86.2	1,778	1,474	82.9	24,137	20,010	82.9	2,396	1,731	72.2	691	615	89.0	55,521	52,213	94.0
Central Region	26,057	23,113	88.7	102	87	85.3	665	518	77.9	8,088	6,657	82.3	774	538	69.5	252	218	86.5	16,176	15,095	93.3
Alamance-Burlington	1,374	1,285	93.5	9	7	77.8	24	17	70.8	338	301	89.1	56	38	67.9	7	7	100.0	940	915	97.3
Lakeside School**	4	*	*	0	*	*	0	*	*	1	*	*	0	*	*	0	*	*	3	*	*
River Mill Charter**	16	16	100.0	0	*	*	0	*	*	1	*	*	0	*	*	0	*	*	15	15	100.0
Caswell	241	219	90.9	0	*	*	0	*	*	116	99	85.3	1	*	*	2	*	*	122	117	95.9
Chatham	469	443	94.5	0	*	*	8	6	75.0	113	100	88.5	26	24	92.3	5	5	100.0	317	308	97.2
Woods Charter**	17	17	100.0	0	*	*	0	*	*	1	*	*	0	*	*	0	*	*	16	16	100.0
Durham	1,819	1,362	74.9	4	*	*	44	31	70.5	812	578	71.2	80	27	33.8	45	41	91.1	834	683	81.9
Kestrel Heights**	9	7	77.8	0	*	*	0	*	*	3	*	*	0	*	*	0	*	*	6	5	83.3
Omuteko Gwamaziima**	2	*	*	0	*	*	0	*	*	2	*	*	0	*	*	0	*	*	0	*	*
Franklin	513	485	94.5	4	*	*	2	*	*	194	176	90.7	8	7	87.5	7	6	85.7	298	291	97.7
Granville	475	447	94.1	1	*	*	3	*	*	176	161	91.5	8	6	75.0	4	*	*	283	272	96.1
Guilford	4,234	3,866	91.3	22	20	90.9	190	142	74.7	1,461	1,275	87.3	89	60	67.4	58	49	84.5	2,414	2,320	96.1
Harnett	1,088	1,009	92.7	6	6	100.0	8	6	75.0	331	291	87.9	46	37	80.4	13	13	100.0	684	656	95.9
Johnston	1,162	1,101	94.8	2	*	*	5	5	100.0	213	190	89.2	56	45	80.4	9	9	100.0	877	850	96.9
Lee	522	490	93.9	3	*	*	6	6	100.0	127	110	86.6	52	46	88.5	3	*	*	331	324	97.9
Nash-Rocky Mount	2,144	1,880	87.7	9	9	100.0	25	22	88.0	1,208	998	82.6	35	28	80.0	13	12	92.3	854	811	95.0
Orange	407	219	53.8	2	*	*	5	0	0.0	86	42	48.8	7	4	57.1	3	*	*	304	170	55.9
New Century**	33	27	81.8	0	*	*	0	*	*	5	3	60.0	1	*	*	1	*	*	26	22	84.6
Person	372	324	87.1	0	*	*	1	*	*	121	92	76.0	3	*	*	0	*	*	247	231	93.5
Randolph	1,122	1,049	93.5	5	4	80.0	6	3	50.0	55	49	89.1	39	27	69.2	3	*	*	1,014	963	95.0
Asheboro City	271	255	94.1	2	*	*	7	4	57.1	41	37	90.2	16	14	87.5	1	*	*	204	197	96.6
Rockingham	1,023	959	93.7	4	*	*	5	5	100.0	207	187	90.3	22	21	95.5	6	6	100.0	779	737	94.6
Vance	456	404	88.6	2	*	*	3	*	*	289	248	85.8	7	4	57.1	5	5	100.0	150	143	95.3
Wake	6,347	5,678	89.5	16	13	81.3	261	222	85.1	1,467	1,180	80.4	168	121	72.0	57	41	71.9	4,378	4,101	93.7
J.H. Baker Jr. Charter**	6	1	16.7	0	*	*	0	*	*	5	0	0.0	0	*	*	0	*	*	1	*	*
Raleigh Charter High**	100	95	95.0	0	*	*	1	*	*	5	4	80.0	0	*	*	1	*	*	93	89	95.7

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.

*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Chapel Hill/Carrboro City is not included due to incomplete data.

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2000-01 N.C. Tests of Computer Skills Report

Table 15f. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2003, at End of Grade 10, by LEA and Ethnicity

Central Region (continued)

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**85,592**	**76,964**	**89.9**	**1,068**	**921**	**86.2**	**1,778**	**1,474**	**82.9**	**24,137**	**20,010**	**82.9**	**2,396**	**1,731**	**72.2**	**691**	**615**	**89.0**	**55,521**	**52,213**	**94.0**
Quest Academy**	5	5	100.0	0	•	•	0	•	•	0	•	•	0	•	•	0	•	•	5	5	100.0
Warren	237	166	70.0	10	8	80.0	0	•	•	168	107	63.7	1	•	•	1	•	•	57	50	87.7
Wilson	871	729	83.7	1	•	•	6	4	66.7	454	360	79.3	31	17	54.8	4	•	•	375	344	91.7

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Notes [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
•Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Chapel Hill/Carrboro City is not included due to incomplete data.
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2000-01 N.C. Tests of Computer Skills Report

Table 16a. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2002, at End of Grade 11, by LEA and Ethnicity

Western Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**71,603**	**65,978**	**92.1**	**830**	**744**	**89.6**	**1,551**	**1,374**	**88.6**	**18,969**	**16,497**	**87.0**	**1,669**	**1,388**	**83.2**	**538**	**488**	**90.7**	**48,046**	**45,487**	**94.7**
Western Region	**5,760**	**5,413**	**94.0**	**58**	**55**	**94.8**	**48**	**40**	**83.3**	**352**	**309**	**87.8**	**80**	**70**	**87.5**	**41**	**33**	**80.5**	**5,181**	**4,906**	**94.7**
Buncombe	1,529	1,400	91.6	3	*	*	12	12	100.0	82	64	78.0	22	17	77.3	15	9	60.0	1,395	1,295	92.8
Asheville City	274	252	92.0	0	*	*	3	*	*	72	61	84.7	5	5	100.0	3	*	*	191	180	94.2
Cherokee	240	225	93.8	5	4	80.0	0	*	*	4	*	*	1	*	*	2	*	*	228	214	93.9
Clay	102	100	98.0	1	*	*	0	*	*	0	*	*	1	*	*	0	*	*	100	98	98.0
Graham	59	58	98.3	7	7	100.0	0	*	*	0	*	*	0	*	*	0	*	*	52	51	98.1
Haywood	472	442	93.6	0	*	*	4	*	*	10	10	100.0	10	10	100.0	3	*	*	445	417	93.7
Henderson	708	686	96.9	0	*	*	10	7	70.0	43	42	97.7	22	20	90.9	8	8	100.0	625	609	97.4
Jackson	236	228	96.6	20	19	95.0	2	*	*	3	*	*	2	*	*	3	*	*	206	200	97.1
Macon	272	259	95.2	0	*	*	4	*	*	3	*	*	1	*	*	1	*	*	263	251	95.4
Madison	146	137	93.8	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*	146	137	93.8
McDowell	321	300	93.5	0	*	*	8	7	87.5	14	14	100.0	1	*	*	2	*	*	296	277	93.6
Mitchell	173	167	96.5	0	*	*	1	*	*	1	*	*	3	*	*	0	*	*	168	162	96.4
Polk	149	138	92.6	0	*	*	1	*	*	15	12	80.0	4	*	*	2	*	*	127	121	95.3
Rutherford	534	505	94.6	0	*	*	3	*	*	80	74	92.5	5	5	100.0	1	*	*	445	423	95.1
Swain	112	109	97.3	20	19	95.0	0	*	*	1	*	*	1	*	*	1	*	*	89	88	98.9
Transylvania	276	258	93.5	1	*	*	0	*	*	22	18	81.8	0	*	*	0	*	*	253	239	94.5
Yancey	157	149	94.9	1	*	*	0	*	*	2	*	*	2	*	*	0	*	*	152	144	94.7

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.
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Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
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2000-01 N.C. Tests of Computer Skills Report.

Table 16b. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2002, at End of Grade 11, by LEA and Ethnicity

Northwest Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	71,603	65,978	92.1	830	744	89.6	1,551	1,374	88.6	18,969	16,497	87.0	1,669	1,388	83.2	538	488	90.7	48,046	45,487	94.7
Northwest Region	11,486	10,730	93.4	16	15	93.8	304	263	86.5	1,635	1,413	86.4	261	195	74.7	70	65	92.9	9,200	8,779	95.4
Alexander	359	347	96.7	0	*	*	7	5	71.4	17	17	100.0	4	*	*	0	*	*	331	322	97.3
Alleghany	82	81	98.8	0	*	*	0	*	*	2	*	*	1	*	*	0	*	*	79	78	98.7
Ashe	204	202	99.0	0	*	*	0	*	*	0	*	*	2	*	*	1	*	*	201	199	99.0
Avery	127	127	100.0	0	*	*	1	*	*	0	*	*	0	*	*	0	*	*	126	126	100.0
Grandfather Academy**	1	*	*	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*	1	*	*
Crossnore Academy**	6	4	66.7	0	*	*	0	*	*	0	*	*	1	*	*	0	*	*	5	4	80.0
Burke	789	723	91.6	2	*	*	76	70	92.1	54	49	90.7	22	17	77.3	6	6	100.0	629	579	92.1
Caldwell	690	667	96.7	1	*	*	3	*	*	50	47	94.0	9	8	88.9	3	*	*	624	605	97.0
Catawba	882	780	88.4	1	*	*	59	48	81.4	48	41	85.4	14	12	85.7	6	4	66.7	754	674	89.4
Hickory City	255	228	89.4	0	*	*	27	23	85.2	55	46	83.6	6	3	50.0	2	*	*	165	154	93.3
Newton Conover City	157	149	94.9	0	*	*	17	16	94.1	9	8	88.9	11	8	72.7	1	*	*	119	116	97.5
Davidson	1,149	1,080	94.0	1	*	*	9	8	88.9	37	32	86.5	10	7	70.0	3	*	*	1,089	1,029	94.5
Lexington City	151	135	89.4	1	*	*	14	10	71.4	69	64	92.8	7	4	57.1	8	8	100.0	52	49	94.2
Thomasville City	93	76	81.7	0	*	*	1	*	*	52	43	82.7	5	1	20.0	0	*	*	35	32	91.4
Davie	352	335	95.2	0	*	*	2	*	*	33	32	97.0	11	6	54.5	1	*	*	305	294	96.4
Winston-Salem/Forsyth	2,658	2,454	92.3	8	8	100.0	41	37	90.2	875	774	88.5	80	58	72.5	27	25	92.6	1,627	1,552	95.4
Lift Academy**	43	0	0.0	0	*	*	0	*	*	42	0	0.0	0	*	*	0	*	*	1	*	*
Iredell-Statesville	863	823	95.4	0	*	*	26	24	92.3	154	140	90.9	20	15	75.0	4	*	*	659	640	97.1
Mooresville City	259	234	90.3	1	*	*	3	*	*	29	17	58.6	1	*	*	0	*	*	225	213	94.7
Stokes	443	428	96.6	0	*	*	0	*	*	26	24	92.3	6	6	100.0	3	*	*	408	396	97.1
Surry	490	473	96.5	0	*	*	3	*	*	21	18	85.7	22	19	86.4	1	*	*	443	432	97.5
Elkin City	64	64	100.0	0	*	*	0	*	*	6	6	100.0	3	*	*	0	*	*	55	55	100.0
Mount Airy City	97	91	93.8	0	*	*	7	5	71.4	12	11	91.7	3	*	*	0	*	*	75	72	96.0
Watauga	361	350	97.0	0	*	*	2	*	*	1	*	*	1	*	*	2	*	*	355	344	96.9
Wilkes	582	562	96.6	0	*	*	4	*	*	31	29	93.5	5	3	60.0	2	*	*	540	525	97.2
Yadkin	329	317	96.4	1	*	*	2	*	*	12	12	100.0	17	14	82.4	0	*	*	297	289	97.3

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.

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2000-01 N.C. Tests of Computer Skills Report

Table 16c. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2002, at End of Grade 11, by LEA and Ethnicity

Southwest Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**71,603**	**65,978**	**92.1**	**830**	**744**	**89.6**	**1,551**	**1,374**	**88.6**	**18,969**	**16,497**	**87.0**	**1,669**	**1,388**	**83.2**	**538**	**488**	**90.7**	**48,046**	**45,487**	**94.7**
Southwest Region	**14,901**	**13,532**	**90.8**	**97**	**80**	**82.5**	**410**	**372**	**90.7**	**3,868**	**3,376**	**87.3**	**377**	**300**	**79.6**	**56**	**51**	**91.1**	**10,093**	**9,353**	**92.7**
Anson	225	207	92.0	1	*	*	3	*	*	144	127	88.2	0	*	*	0	*	*	77	76	98.7
Cabarrus	1,132	1,060	93.6	3	*	*	14	14	100.0	133	108	81.2	14	9	64.3	6	5	83.3	962	921	95.7
Kannapolis City	259	243	93.8	0	*	*	2	*	*	94	82	87.2	8	8	100.0	3	*	*	152	148	97.4
Cleveland	451	441	97.8	1	*	*	1	*	*	89	86	96.6	3	*	*	0	*	*	357	350	98.0
Kings Mountain	213	204	95.8	1	*	*	8	7	87.5	43	40	93.0	1	*	*	1	*	*	159	154	96.9
Shelby City	162	146	90.1	0	*	*	4	*	*	70	57	81.4	1	*	*	0	*	*	87	86	98.9
Gaston	1,645	1,561	94.9	3	*	*	20	18	90.0	311	278	89.4	36	30	83.3	6	6	100.0	1,269	1,226	96.6
Hoke	319	286	89.7	38	29	76.3	4	*	*	171	154	90.1	11	9	81.8	3	*	*	92	89	96.7
Lincoln	662	623	94.1	0	*	*	4	*	*	55	53	96.4	41	36	87.8	2	*	*	560	528	94.3
Charlotte/Mecklenburg	5,004	4,717	94.3	9	7	77.8	277	258	93.1	1,658	1,503	90.7	161	131	81.4	10	10	100.0	2,889	2,808	97.2
Kennedy Charter**	6	4	66.7	0	*	*	0	*	*	3	*	*	0	*	*	0	*	*	3	*	*
Montgomery	240	225	93.8	1	*	*	13	13	100.0	61	50	82.0	17	17	100.0	2	*	*	146	142	97.3
Moore	749	669	89.3	6	6	100.0	3	*	*	172	147	85.5	7	6	85.7	9	8	88.9	552	500	90.6
Richmond	434	401	92.4	6	6	100.0	7	4	57.1	192	169	88.0	10	8	80.0	0	*	*	219	214	97.7
Scotland	350	312	89.1	18	15	83.3	2	*	*	143	120	83.9	2	*	*	0	*	*	185	174	94.1
Laurinburg**	31	1	3.2	0	*	*	0	*	*	31	1	3.2	0	*	*	0	*	*	0	*	*
Stanly	604	588	97.4	4	*	*	18	18	100.0	67	62	92.5	7	6	85.7	2	*	*	506	496	98.0
Union	1,185	1,132	95.5	2	*	*	8	8	100.0	179	164	91.6	28	22	78.6	6	6	100.0	962	930	96.7

99 66 89 68

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Rowan County is not included due to incomplete data.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.
Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Table 16d. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2002, at End of Grade 11, by LEA and Ethnicity

Northeast Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**71,603**	**65,978**	**92.1**	**830**	**744**	**89.6**	**1,551**	**1,374**	**88.6**	**18,969**	**16,497**	**87.0**	**1,669**	**1,388**	**83.2**	**538**	**488**	**90.7**	**48,046**	**45,487**	**94.7**
Northeast Region	**5,039**	**4,598**	**91.2**	**20**	**19**	**95.0**	**31**	**27**	**87.1**	**2,463**	**2,160**	**87.7**	**43**	**38**	**88.4**	**32**	**25**	**78.1**	**2,450**	**2,329**	**95.1**
Beaufort	432	392	90.7	1	*	*	7	5	71.4	158	135	85.4	5	5	100.0	-	*	*	259	244	94.2
Bertie	220	184	83.6	0	*	*	0	*	*	174	146	83.9	0	*	*	0	*	*	46	38	82.6
Camden	84	81	96.4	0	*	*	0	*	*	20	19	95.0	0	*	*	0	*	*	64	62	96.9
Edenton/Chowan	154	147	95.5	0	*	*	0	*	*	58	56	96.6	1	*	*	1	*	*	94	89	94.7
Currituck	181	173	95.6	0	*	*	1	*	*	23	20	87.0	1	*	*	1	*	*	155	150	96.8
Dare	268	254	94.8	0	*	*	0	*	*	10	9	90.0	6	5	83.3	3	*	*	249	239	96.0
Edgecombe	438	390	89.0	0	*	*	1	*	*	263	230	87.5	2	*	*	3	*	*	169	155	91.7
Gates	109	105	96.3	0	*	*	0	*	*	54	52	96.3	0	*	*	1	*	*	54	52	96.3
Halifax	307	283	92.2	14	13	92.9	0	*	*	288	265	92.0	0	*	*	0	*	*	5	5	100.0
Roanoke Rapids City	159	145	91.2	1	*	*	1	*	*	28	19	67.9	5	5	100.0	0	*	*	124	119	96.0
Weldon City	65	54	83.1	0	*	*	0	*	*	61	51	83.6	0	*	*	1	*	*	3	*	*
Hertford	200	169	84.5	1	*	*	0	*	*	149	127	85.2	0	*	*	3	*	*	47	38	80.9
Hyde	42	41	97.6	0	*	*	0	*	*	19	19	100.0	0	*	*	0	*	*	23	22	95.7
Martin	310	287	92.6	0	*	*	1	*	*	161	147	91.3	5	3	60.0	1	*	*	142	135	95.1
Northampton	218	179	82.1	1	*	*	0	*	*	162	127	78.4	0	*	*	1	*	*	54	50	92.6
Elizabeth City/Pasquotank	351	309	88.0	0	*	*	4	*	*	180	152	84.4	3	*	*	3	*	*	161	147	91.3
Perquimans	123	120	97.6	0	*	*	0	*	*	40	37	92.5	2	*	*	0	*	*	81	81	100.0
Pitt	1,170	1,088	93.0	2	*	*	15	13	86.7	490	431	88.0	11	9	81.8	9	7	77.8	643	626	97.4
Tyrrell	57	55	96.5	0	*	*	1	*	*	29	29	100.0	1	*	*	0	*	*	26	24	92.3
Washington	151	142	94.0	0	*	*	0	*	*	96	89	92.7	1	*	*	3	*	*	51	51	100.0

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.

*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section.

2000-01 N.C. Tests of Computer Skills Report

Table 16e. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2002, at End of Grade 11, by LEA and Ethnicity

Southeast Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**71,603**	**65,978**	**92.1**	**830**	**744**	**89.6**	**1,551**	**1,374**	**88.6**	**18,969**	**16,497**	**87.0**	**1,669**	**1,388**	**83.2**	**538**	**488**	**90.7**	**48,046**	**45,487**	**94.7**
Southeast Region	**13,199**	**12,067**	**91.4**	**566**	**504**	**89.0**	**178**	**154**	**86.5**	**4,573**	**3,953**	**86.4**	**403**	**362**	**89.8**	**141**	**135**	**95.7**	**7,338**	**6,959**	**94.8**
Bladen	316	287	90.8	0	*	*	0	*	*	164	143	87.2	1	*	*	0	*	*	151	143	94.7
Brunswick	544	490	90.1	1	*	*	2	*	*	147	133	90.5	9	6	66.7	2	*	*	383	346	90.3
Carteret	595	566	95.1	5	4	80.0	3	*	*	71	59	83.1	3	*	*	7	7	100.0	506	490	96.8
Cape Lookout Marine**	16	14	87.5	0	*	*	0	*	*	5	4	80.0	0	*	*	0	*	*	11	10	90.9
Columbus	427	377	88.3	19	19	100.0	0	*	*	184	151	82.1	2	*	*	0	*	*	222	206	92.8
Whiteville City	150	122	81.3	0	*	*	3	*	*	66	47	71.2	0	*	*	0	*	*	81	73	90.1
Craven	880	846	96.1	2	*	*	11	10	90.9	262	245	93.5	23	22	95.7	9	9	100.0	573	558	97.4
Cumberland	3,221	2,891	89.8	66	50	75.8	85	78	91.8	1,387	1,205	86.9	204	190	93.1	44	42	95.5	1,435	1,326	92.4
Duplin	455	425	93.4	0	*	*	0	*	*	157	135	86.0	21	18	85.7	0	*	*	277	272	98.2
Greene	125	113	90.4	0	*	*	0	*	*	67	56	83.6	4	*	*	0	*	*	54	53	98.1
Jones	65	56	86.2	0	*	*	0	*	*	43	37	86.0	0	*	*	0	*	*	22	19	86.4
Lenoir	567	512	90.3	0	*	*	0	*	*	277	242	87.4	12	11	91.7	2	*	*	276	258	93.5
New Hanover	1,322	1,239	93.7	7	7	100.0	14	10	71.4	258	232	89.9	21	19	90.5	9	8	88.9	1,013	963	95.1
Onslow	1,240	1,177	94.9	10	10	100.0	31	29	93.5	291	264	90.7	51	46	90.2	47	46	97.9	810	782	96.5
Pamlico	137	131	95.6	2	*	*	3	*	*	40	36	90.0	1	*	*	2	*	*	89	87	97.8
Pender	318	284	89.3	0	*	*	3	*	*	104	85	81.7	6	4	66.7	5	5	100.0	200	189	94.5
Robeson	1,099	976	88.8	440	395	89.8	5	4	80.0	366	306	83.6	5	5	100.0	2	*	*	281	264	94.0
Sampson	382	362	94.8	3	*	*	0	*	*	120	109	90.8	12	9	75.0	2	*	*	245	240	98.0
Clinton City	164	154	93.9	7	7	100.0	1	*	*	70	64	91.4	5	3	60.0	2	*	*	79	78	98.7
Wayne	1,154	1,037	89.9	4	*	*	17	12	70.6	473	392	82.9	22	19	86.4	8	8	100.0	630	602	95.6
Wayne Academy**	22	8	36.4	0	*	*	0	*	*	21	8	38.1	1	*	*	0	*	*	0	*	*

Notes. [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.

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2000-01 N.C. Tests of Computer Skills Report

Table 16f. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2002, at End of Grade 11, by LEA and Ethnicity

Central Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**71,603**	**65,978**	**92.1**	**830**	**744**	**89.6**	**1,551**	**1,374**	**88.6**	**18,969**	**16,497**	**87.0**	**1,669**	**1,388**	**83.2**	**538**	**489**	**90.7**	**48,046**	**45,487**	**94.7**
Central Region	**21,218**	**19,638**	**92.6**	**73**	**71**	**97.3**	**580**	**518**	**89.3**	**6,078**	**5,286**	**87.0**	**505**	**423**	**83.8**	**198**	**179**	**90.4**	**13,784**	**13,161**	**95.5**
Alamance-Burlington	1,218	1,173	96.3	3	*	*	24	20	83.3	273	258	94.5	38	32	84.2	11	11	100.0	869	849	97.7
Lakeside School**	5	4	80.0	0	*	*	0	*	*	1	*	*	1	*	*	0	*	*	3	*	*
River Mill Charter**	19	19	100.0	1	*	*	0	*	*	0	*	*	0	*	*	3	*	*	15	15	100.0
Caswell	219	208	95.0	2	*	*	0	*	*	91	84	92.3	0	*	*	2	*	*	124	120	96.8
Chatham	358	334	93.3	0	*	*	2	*	*	108	95	88.0	18	15	83.3	1	*	*	229	221	96.5
Woods Charter**	9	8	88.9	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*	9	8	88.9
Durham	1,590	1,326	83.4	3	*	*	46	39	84.8	763	591	77.5	43	27	62.8	34	28	82.4	701	639	91.2
Kestrel Heights**	3	*	*	0	*	*	0	*	*	1	*	*	0	*	*	0	*	*	2	*	*
Franklin	378	363	96.0	2	*	*	2	*	*	142	134	94.4	7	5	71.4	1	*	*	224	219	97.8
Granville	375	360	96.0	0	*	*	3	*	*	141	132	93.6	7	6	85.7	1	*	*	223	218	97.8
Guilford	3,545	3,359	94.8	17	17	100.0	144	125	86.8	1,168	1,058	90.6	51	45	88.2	32	30	93.8	2,133	2,084	97.7
Harnett	899	837	93.1	10	10	100.0	4	*	*	234	205	87.6	38	35	92.1	17	16	94.1	596	567	95.1
Johnston	1,052	1,001	95.2	2	*	*	13	12	92.3	193	171	88.6	37	34	91.9	8	7	87.5	799	775	97.0
Lee	479	452	94.4	2	*	*	3	*	*	114	101	88.6	34	27	79.4	5	5	100.0	321	315	98.1
Nash-Rocky Mount	1,010	942	93.3	6	6	100.0	8	8	100.0	482	426	88.4	20	20	100.0	8	8	100.0	486	474	97.5
Orange	325	282	86.8	0	*	*	5	4	80.0	80	63	78.8	7	3	42.9	4	*	*	229	208	90.8
New Century**	21	15	71.4	1	*	*	0	*	*	2	*	*	2	*	*	0	*	*	16	10	62.5
Person	334	310	92.8	2	*	*	1	*	*	117	102	87.2	2	*	*	0	*	*	212	203	95.8
Randolph	881	844	95.8	3	*	*	5	5	100.0	45	43	95.6	17	15	88.2	0	*	*	811	778	95.9
Asheboro City	201	193	96.0	0	*	*	5	5	100.0	25	24	96.0	9	8	88.9	2	*	*	160	154	96.3
Rockingham	776	737	95.0	1	*	*	6	4	66.7	181	165	91.2	7	6	85.7	5	5	100.0	576	556	96.5
Vance	367	334	91.0	1	*	*	3	*	*	200	173	86.5	7	6	85.7	5	5	100.0	151	146	96.7
Wake	5,607	5,172	92.2	8	7	87.5	249	228	91.6	1,174	990	84.3	134	114	85.1	52	44	84.6	3,990	3,789	95.0
J.H. Baker Jr. Charter**	5	3	60.0	0	*	*	0	*	*	3	*	*	0	*	*	0	*	*	2	*	*
Raleigh Charter High**	56	56	100.0	0	*	*	0	*	*	2	*	*	0	*	*	1	*	*	53	53	100.0
Quest Academy**	1	*	*	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*	1	*	*
Warren	161	138	85.7	8	8	100.0	0	*	*	119	97	81.5	0	*	*	1	*	*	33	32	97.0

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.

*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.

1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Chapel Hill\Carrboro City is not included due to incomplete data.

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2000-01 N.C. Tests of Computer Skills Report

Table 16f. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2002, at End of Grade 11, by LEA and Ethnicity

Central Region (continued)

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	71,603	65,978	92.1	830	744	89.6	1,551	1,374	88.6	18,969	16,497	87.0	1,669	1,388	83.2	538	488	90.7	48,046	45,487	94.7
	702	641	91.3	0	99,999	99999.0	4	99,999	99999.0	353	315	89.2	15	12	80.0	1	99,999	99999.0	329	310	94.2
Wilson	702	641	91.3	0	*	*	4	*	*	353	315	89.2	15	12	80.0	1	*	*	329	310	94.2

Notes. [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

Chapel Hill/Carrboro City is not included due to incomplete data.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.
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2000-01 N.C. Tests of Computer Skills Report

Table 17a. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2001, at End of Grade 12, by LEA and Ethnicity
Western Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**64,516**	**59,653**	**92.5**	**779**	**707**	**90.8**	**1,391**	**1,278**	**91.9**	**17,570**	**15,513**	**88.3**	**1,314**	**1,156**	**88.0**	**378**	**347**	**91.8**	**43,084**	**40,652**	**94.4**
Western Region	**5,089**	**4,863**	**95.6**	**51**	**51**	**100.0**	**45**	**40**	**88.9**	**311**	**284**	**91.3**	**61**	**54**	**88.5**	**21**	**19**	**90.5**	**4,600**	**4,415**	**96.0**
Buncombe	1,363	1,299	95.3	2	*	*	21	19	90.5	66	62	93.9	21	18	85.7	9	9	100.0	1,244	1,189	95.6
Asheville City	231	223	96.5	1	*	*	1	*	*	65	61	93.8	8	7	87.5	2	*	*	154	151	98.1
Cherokee	196	188	95.9	3	*	*	0	*	*	0	*	*	2	*	*	1	*	*	190	182	95.8
Clay	74	72	97.3	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*	74	72	97.3
Graham	63	61	96.8	9	9	100.0	0	*	*	0	*	*	0	*	*	0	*	*	54	52	96.3
Haywood	407	390	95.8	0	*	*	1	*	*	7	6	85.7	3	*	*	1	*	*	395	380	96.2
Henderson	618	583	94.3	0	*	*	5	4	80.0	34	29	85.3	10	9	90.0	4	*	*	565	537	95.0
Jackson	202	192	95.0	10	10	100.0	2	*	*	4	*	*	1	*	*	1	*	*	184	177	96.2
Macon	223	217	97.3	1	*	*	1	*	*	3	*	*	2	*	*	0	*	*	216	210	97.2
Madison	111	105	94.6	0	*	*	0	*	*	0	*	*	2	*	*	0	*	*	109	104	95.4
McDowell	353	339	96.0	0	*	*	11	11	100.0	20	18	90.0	3	*	*	0	*	*	319	307	96.2
Mitchell	141	136	96.5	0	*	*	2	*	*	0	*	*	1	*	*	0	*	*	138	135	97.8
Polk	101	97	96.0	0	*	*	1	*	*	10	10	100.0	0	*	*	1	*	*	89	87	97.8
Rutherford	510	489	95.9	0	*	*	0	*	*	81	75	92.6	6	6	100.0	0	*	*	423	408	96.5
Swain	106	104	98.1	24	24	100.0	0	*	*	0	*	*	0	*	*	1	*	*	81	79	97.5
Transylvania	255	242	94.9	1	*	*	0	*	*	20	18	90.0	0	*	*	1	*	*	233	222	95.3
Yancey	135	126	93.3	0	*	*	0	*	*	1	*	*	2	*	*	0	*	*	132	123	93.2

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 an beyond were tested on the 1998 computer skills curriculum.
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Table 17b. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2001, at End of Grade 12, by LEA and Ethnicity
Northwest Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**64,516**	**59,653**	**92.5**	**779**	**707**	**90.8**	**1,391**	**1,278**	**91.9**	**17,570**	**15,513**	**88.3**	**1,314**	**1,156**	**88.0**	**378**	**347**	**91.8**	**43,084**	**40,652**	**94.4**
Northwest Region	**10,102**	**9,531**	**94.3**	**14**	**13**	**92.9**	**227**	**200**	**88.1**	**1,447**	**1,291**	**89.2**	**203**	**181**	**89.2**	**42**	**37**	**88.1**	**8,169**	**7,809**	**95.6**
Alexander	269	260	96.7	0	*	*	9	7	77.8	16	16	100.0	3	*	*	0	*	*	241	234	97.1
Alleghany	70	70	100.0	0	*	*	0	*	*	0	*	*	2	*	*	0	*	*	68	68	100.0
Ashe	195	185	94.9	0	*	*	1	*	*	1	*	*	0	*	*	0	*	*	193	183	94.8
Avery	130	126	96.9	0	*	*	0	*	*	0	*	*	1	*	*	2	*	*	127	123	96.9
Grandfather Academy**	1	*	*	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*	1	*	*
Crossnore Academy**	3	*	*	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*	3	*	*
Burke	672	646	96.1	3	*	*	67	64	95.5	50	48	96.0	11	9	81.8	1	*	*	540	521	96.5
Caldwell	600	571	95.2	0	*	*	2	*	*	35	31	88.6	6	5	83.3	5	3	60.0	552	530	96.0
Catawba	815	737	90.4	1	*	*	40	27	67.5	52	46	88.5	17	16	94.1	7	5	71.4	698	642	92.0
Hickory City	197	170	86.3	0	*	*	14	13	92.9	30	20	66.7	6	6	100.0	0	*	*	147	131	89.1
Newton Conover City	194	180	92.8	0	*	*	21	20	95.2	31	29	93.5	10	10	100.0	0	*	*	132	121	91.7
Davidson	1,010	931	92.2	5	4	80.0	9	5	55.6	22	19	86.4	10	9	90.0	3	*	*	961	891	92.7
Lexington City	136	131	96.3	0	*	*	10	9	90.0	64	61	95.3	5	5	100.0	0	*	*	57	56	98.2
Thomasville City	93	85	91.4	0	*	*	0	*	*	36	34	94.4	6	4	66.7	2	*	*	49	45	91.8
Davie	267	256	95.9	0	*	*	2	*	*	21	19	90.5	3	*	*	0	*	*	241	232	96.3
Winston-Salem/Forsyth	2,323	2,228	95.9	3	*	*	15	15	100.0	752	705	93.8	57	50	87.7	19	18	94.7	1,477	1,437	97.3
Lift Academy**	44	0	0.0	0	*	*	0	*	*	44	0	0.0	0	*	*	0	*	*	0	*	*
Iredell-Statesville	836	788	94.3	1	*	*	23	22	95.7	143	121	84.6	13	12	92.3	0	*	*	656	632	96.3
Mooresville City	207	204	98.6	0	*	*	6	6	100.0	37	37	100.0	3	*	*	0	*	*	161	158	98.1
Stokes	409	376	91.9	1	*	*	0	*	*	19	15	78.9	3	*	*	1	*	*	385	357	92.7
Surry	388	372	95.9	0	*	*	1	*	*	29	26	89.7	15	13	86.7	0	*	*	343	332	96.8
Elkin City	75	73	97.3	0	*	*	1	*	*	3	*	*	1	*	*	0	*	*	70	68	97.1
Mount Airy City	91	89	97.8	0	*	*	3	*	*	11	11	100.0	1	*	*	0	*	*	76	74	97.4
Watauga	296	289	97.6	0	*	*	1	*	*	5	4	80.0	3	*	*	1	*	*	286	280	97.9
Wilkes	506	489	96.6	0	*	*	2	*	*	28	27	96.4	6	4	66.7	1	*	*	469	456	97.2
Yadkin	275	272	98.9	0	*	*	0	*	*	18	18	100.0	21	19	90.5	0	*	*	236	235	99.6

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
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Table 17c. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2001, at End of Grade 12, by LEA and Ethnicity
Southwest Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**64,516**	**59,653**	**92.5**	**779**	**707**	**90.8**	**1,391**	**1,278**	**91.9**	**17,570**	**15,513**	**88.3**	**1,314**	**1,156**	**88.0**	**378**	**347**	**91.8**	**43,084**	**40,652**	**94.4**
Southwest Region	**13,816**	**12,326**	**89.2**	**98**	**82**	**83.7**	**414**	**382**	**92.3**	**3,816**	**3,397**	**89.0**	**273**	**231**	**84.6**	**59**	**54**	**91.5**	**9,156**	**8,180**	**89.3**
Anson	235	209	88.9	1	*	*	2	*	*	138	118	85.5	0	*	*	0	*	*	94	89	94.7
Cabarrus	984	951	96.6	4	*	*	10	9	90.0	111	100	90.1	11	11	100.0	7	7	100.0	841	820	97.5
Kannapolis City	192	181	94.3	0	*	*	2	*	*	60	55	91.7	2	*	*	2	*	*	126	120	95.2
Cleveland	461	450	97.6	1	*	*	1	*	*	88	86	97.7	2	*	*	2	*	*	367	358	97.5
Kings Mountain	177	172	97.2	0	*	*	5	4	80.0	51	50	98.0	1	*	*	2	*	*	118	115	97.5
Shelby City	159	157	98.7	0	*	*	3	*	*	66	64	97.0	0	*	*	2	*	*	88	88	100.0
Gaston	1,466	1,344	91.7	4	*	*	24	22	91.7	269	236	87.7	19	18	94.7	1	*	*	1,149	1,064	92.6
Hoke	269	239	88.8	26	19	73.0	3	*	*	146	127	87.0	5	5	100.0	3	*	*	86	83	96.5
Lincoln	585	550	94.0	2	*	*	5	3	60.0	50	45	90.0	18	15	83.3	4	*	*	506	483	95.5
Charlotte/Mecklenburg	5,021	4,718	94.0	17	16	94.0	290	275	94.8	1,815	1,650	90.9	127	103	81.1	21	20	95.2	2,751	2,654	96.5
Montgomery	246	241	98.0	0	*	*	11	11	100.0	65	65	100.0	11	11	100.0	0	*	*	159	154	96.9
Moore	572	531	92.8	7	7	100.0	5	4	80.0	135	116	85.9	9	9	100.0	7	6	85.7	409	389	95.1
Richmond	437	416	95.2	2	*	*	10	9	90.0	186	174	93.5	5	5	100.0	0	*	*	234	226	96.6
Scotland	319	293	91.8	26	25	96.2	4	*	*	154	143	92.9	1	*	*	0	*	*	134	122	91.0
Laurinburg**	24	7	29.2	0	*	*	1	*	*	21	6	28.6	0	*	*	1	*	*	1	*	*
Stanly	569	545	95.8	1	*	*	16	16	100.0	94	84	89.4	4	*	*	1	*	*	453	439	96.9
Union	1,045	1,004	96.1	3	*	*	8	8	100.0	166	157	94.6	29	29	100.0	3	*	*	836	804	96.2

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
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Rowan County is not included due to incomplete data.
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Table 17d. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2001, at End of Grade 12, by LEA and Ethnicity

Northeast Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**64,516**	**59,653**	**92.5**	**779**	**707**	**90.8**	**1,391**	**1,278**	**91.9**	**17,570**	**15,513**	**88.3**	**1,314**	**1,156**	**88.0**	**378**	**347**	**91.8**	**43,084**	**40,652**	**94.4**
Northeast Region	**4,416**	**4,003**	**90.6**	**24**	**22**	**91.7**	**36**	**34**	**94.4**	**2,229**	**1,913**	**85.8**	**40**	**34**	**85.0**	**17**	**16**	**94.1**	**2,070**	**1,984**	**95.8**
Beaufort	319	280	87.8	0	*	*	0	*	*	143	114	79.7	6	5	83.3	0	*	*	170	161	94.7
Bertie	220	182	82.7	0	*	*	0	*	*	187	153	81.8	0	*	*	1	*	*	32	28	87.5
Camden	70	70	100.0	0	*	*	1	*	*	16	16	100.0	0	*	*	1	*	*	52	52	100.0
Edenton/Chowan	120	114	95.0	0	*	*	0	*	*	59	54	91.5	0	*	*	0	*	*	61	60	98.4
Currituck	166	155	93.4	1	*	*	1	*	*	18	16	88.9	1	*	*	2	*	*	143	134	93.7
Dare	246	228	92.7	0	*	*	1	*	*	15	13	86.7	5	5	100.0	1	*	*	224	208	92.9
Edgecombe	382	333	87.2	0	*	*	0	*	*	225	185	82.2	6	6	100.0	1	*	*	150	141	94.0
Gates	103	97	94.2	0	*	*	0	*	*	52	48	92.3	0	*	*	0	*	*	51	49	96.1
Halifax	295	259	87.8	18	16	88.9	0	*	*	267	235	88.0	0	*	*	2	*	*	8	6	75.0
Roanoke Rapids City	168	156	92.9	2	*	*	3	*	*	36	28	77.8	1	*	*	0	*	*	126	122	96.8
Weldon City	52	50	96.2	0	*	*	0	*	*	49	47	95.9	0	*	*	0	*	*	3	*	*
Hertford	242	210	86.8	0	*	*	0	*	*	192	161	83.9	0	*	*	1	*	*	49	48	98.0
Hyde	44	41	93.2	0	*	*	0	*	*	19	16	84.2	0	*	*	0	*	*	25	25	100.0
Martin	260	243	93.5	0	*	*	0	*	*	128	115	89.8	2	*	*	0	*	*	130	126	96.9
Northampton	192	149	77.6	0	*	*	0	*	*	156	117	75.0	0	*	*	0	*	*	36	32	88.9
Elizabeth City/Pasquotank	228	217	95.2	1	*	*	2	*	*	102	92	90.2	3	*	*	0	*	*	120	119	99.2
Perquimans	91	83	91.2	0	*	*	0	*	*	34	30	88.2	2	*	*	2	*	*	53	51	96.2
Pitt	1,029	954	92.7	2	*	*	24	22	91.7	405	354	87.4	12	9	75.0	5	4	80.0	581	563	96.9
Tyrrell	43	42	97.7	0	*	*	1	*	*	21	20	95.2	1	*	*	0	*	*	20	20	100.0
Washington	146	140	95.9	0	*	*	3	*	*	105	99	94.3	1	*	*	1	*	*	36	36	100.0

Notes [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
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Table 17e. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2001, at End of Grade 12, by LEA and Ethnicity
Southeast Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**64,516**	**59,653**	**92.5**	**779**	**707**	**90.8**	**1,391**	**1,278**	**91.9**	**17,570**	**15,513**	**88.3**	**1,314**	**1,156**	**88.0**	**378**	**347**	**91.8**	**43,084**	**40,652**	**94.4**
Southeast Region	**12,062**	**11,142**	**92.4**	**538**	**492**	**91.4**	**146**	**141**	**96.6**	**4,409**	**3,881**	**88.0**	**337**	**313**	**92.9**	**105**	**99**	**94.3**	**6,527**	**6,216**	**95.2**
Bladen	306	270	88.2	3	*	*	1	*	*	149	118	79.2	2	*	*	0	*	*	151	146	96.7
Brunswick	510	484	94.9	3	*	*	2	*	*	144	131	91.0	5	4	80.0	0	*	*	356	344	96.6
Carteret	499	481	96.4	3	*	*	3	*	*	61	56	91.8	4	*	*	3	*	*	425	412	96.9
Cape Lookout Marine**	12	8	66.7	0	*	*	0	*	*	2	*	*	0	*	*	0	*	*	10	8	80.0
Columbus	414	370	89.4	26	25	96.2	0	*	*	187	155	82.9	2	*	*	1	*	*	198	188	94.9
Whiteville City	147	137	93.2	1	*	*	0	*	*	70	61	87.1	0	*	*	1	*	*	75	74	98.7
Craven	663	616	92.9	1	*	*	6	6	100.0	219	192	87.7	16	14	87.5	3	*	*	418	400	95.7
Cumberland	2,840	2,597	91.4	53	42	79.2	53	51	96.2	1,320	1,178	89.2	171	163	95.3	33	29	87.9	1,210	1,134	93.7
Duplin	406	388	95.6	0	*	*	1	*	*	164	150	91.5	14	13	92.9	1	*	*	226	224	99.1
Greene	163	148	90.8	0	*	*	0	*	*	97	86	88.7	6	5	83.3	0	*	*	60	57	95.0
Jones	85	71	83.5	0	*	*	0	*	*	57	46	80.7	0	*	*	0	*	*	28	25	89.3
Lenoir	489	437	89.4	2	*	*	3	*	*	235	200	85.1	5	5	100.0	0	*	*	244	228	93.4
New Hanover	1,226	1,136	92.7	8	7	87.5	15	15	100.0	261	221	84.7	10	10	100.0	7	7	100.0	925	876	94.7
Onslow	1,125	1,076	95.6	3	*	*	29	29	100.0	273	258	94.5	37	34	91.9	35	35	100.0	748	717	95.9
Pamlico	121	119	98.3	1	*	*	1	*	*	58	57	98.3	1	*	*	1	*	*	59	58	98.3
Pender	330	297	90.0	0	*	*	0	*	*	95	82	86.3	6	4	66.7	4	*	*	225	208	92.4
Robeson	1,033	939	90.9	424	392	92.5	8	7	87.5	327	282	86.2	11	11	100.0	2	*	*	261	245	93.9
Sampson	430	407	94.7	2	*	*	0	*	*	175	162	92.6	18	16	88.9	2	*	*	233	225	96.6
Clinton City	155	149	96.1	7	6	85.7	1	*	*	72	69	95.8	6	5	83.3	1	*	*	68	67	98.5
Wayne	1,100	1,011	91.9	1	*	*	23	23	100.0	435	376	86.4	23	21	91.3	11	10	90.9	607	580	95.6
Wayne Academy**	8	1	12.5	0	*	*	0	*	*	8	1	12.5	0	*	*	0	*	*	0	*	*

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
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Table 17f. 2000-01 North Carolina Tests of Computer Skills Percent Passing the Standard[1] (Multiple-Choice and Performance) for the Class of 2001, at End of Grade 12, by LEA and Ethnicity
Central Region

	Total			American Indian			Asian			Black			Hispanic			Multi-Racial			White		
	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing	Number Tested	Number Passing	Percent Passing
State	**64,516**	**59,653**	**92.5**	**779**	**707**	**90.8**	**1,391**	**1,278**	**91.9**	**17,570**	**15,513**	**88.3**	**1,314**	**1,156**	**88.0**	**378**	**347**	**91.8**	**43,084**	**40,652**	**94.4**
Central Region	**19,031**	**17,788**	**93.5**	**54**	**47**	**87.0**	**523**	**481**	**92.0**	**5,358**	**4,747**	**88.6**	**400**	**343**	**85.8**	**134**	**122**	**91.0**	**12,562**	**12,048**	**95.9**
Alamance-Burlington	966	913	94.5	2	*	*	16	14	87.5	187	171	91.4	31	26	83.9	1	*	*	729	699	95.9
Lakeside School**	3	*	*	0	*	*	0	*	*	2	*	*	0	*	*	0	*	*	1	*	*
River Mill Charter**	8	8	100.0	0	*	*	0	*	*	1	*	*	0	*	*	1	*	*	6	6	100.0
Caswell	173	161	93.1	0	*	*	0	*	*	90	83	92.2	0	*	*	3	*	*	80	76	95.0
Chatham	333	320	96.1	0	*	*	1	*	*	82	75	91.5	5	5	100.0	3	*	*	242	236	97.5
Woods Charter**	7	5	71.4	0	*	*	1	*	*	0	*	*	0	*	*	0	*	*	6	4	66.7
Durham	1,412	1,275	90.3	4	*	*	49	42	85.7	646	545	84.4	23	19	82.6	23	21	91.3	667	645	96.7
Franklin	340	311	91.5	3	*	*	1	*	*	125	111	88.8	6	2	33.3	10	9	90.0	195	185	94.9
Granville	361	327	90.6	0	*	*	1	*	*	113	97	85.8	6	5	83.3	1	*	*	240	223	92.9
Guilford	3,236	3,043	94.0	12	10	83.3	121	109	90.1	1,019	926	90.9	52	45	86.5	34	33	97.1	1,998	1,920	96.1
Harnett	722	673	93.2	5	4	80.0	10	10	100.0	207	180	87.0	20	18	90.0	10	10	100.0	470	451	96.0
Johnston	910	869	95.5	1	*	*	4	*	*	153	138	90.2	25	24	96.0	1	*	*	726	701	96.6
Lee	436	403	92.4	1	*	*	3	*	*	114	103	90.4	29	24	82.8	2	*	*	287	270	94.1
Nash-Rocky Mount	917	873	95.2	3	*	*	6	5	83.3	430	397	92.3	16	15	93.8	6	5	83.3	456	448	98.2
Orange	284	268	94.4	0	*	*	3	*	*	43	39	90.7	3	*	*	1	*	*	234	225	96.2
New Century**	26	26	100.0	0	*	*	0	*	*	1	*	*	1	*	*	0	*	*	24	24	100.0
Chapel Hill/Carrboro City	579	543	93.8	0	*	*	37	36	97.3	69	58	84.1	13	13	100.0	6	6	100.0	454	430	94.7
Person	294	282	95.9	2	*	*	1	*	*	109	103	94.5	3	*	*	0	*	*	179	173	96.6
Randolph	804	760	94.5	2	*	*	8	6	75.0	39	37	94.9	21	16	76.2	3	*	*	731	696	95.2
Asheboro City	157	153	97.5	1	*	*	3	*	*	32	31	96.9	9	8	88.9	0	*	*	112	110	98.2
Rockingham	677	632	93.4	1	*	*	9	9	100.0	175	152	86.9	3	*	*	2	*	*	487	467	95.9
Vance	345	312	90.4	1	*	*	2	*	*	200	175	87.5	5	4	80.0	2	*	*	135	128	94.8
Wake	5,264	4,899	93.1	11	8	72.7	241	226	93.8	1,145	984	85.9	116	99	85.3	24	19	79.2	3,727	3,563	95.6
J.H. Baker Jr. Charter**	4	*	*	0	*	*	0	*	*	4	*	*	0	*	*	0	*	*	0	*	*
Quest Academy**	1	*	*	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*	1	*	*
Warren	139	130	93.5	5	5	100.0	0	*	*	94	85	90.4	1	*	*	1	*	*	38	38	100.0
Wilson	633	597	94.3	0	*	*	6	6	100.0	278	252	90.6	12	11	91.7	0	*	*	337	328	97.3

Notes: [1]These data represent the highest test score of each student for all the test administrations in which the student participated.
*Data not reported where number tested is fewer than five. The ethnic categories may not sum to total number tested and total number passing because ethnic category may not have been coded on some student answer sheets.
1999-00 and 2000-01 data use membership as the denominator rather than total number tested as was used in previous years.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 an beyond were tested on the 1998 computer skills curriculum.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete name can be found in the Appendix.
Data received from LEAs after Dec. 31, 2001 are not included in this table. Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

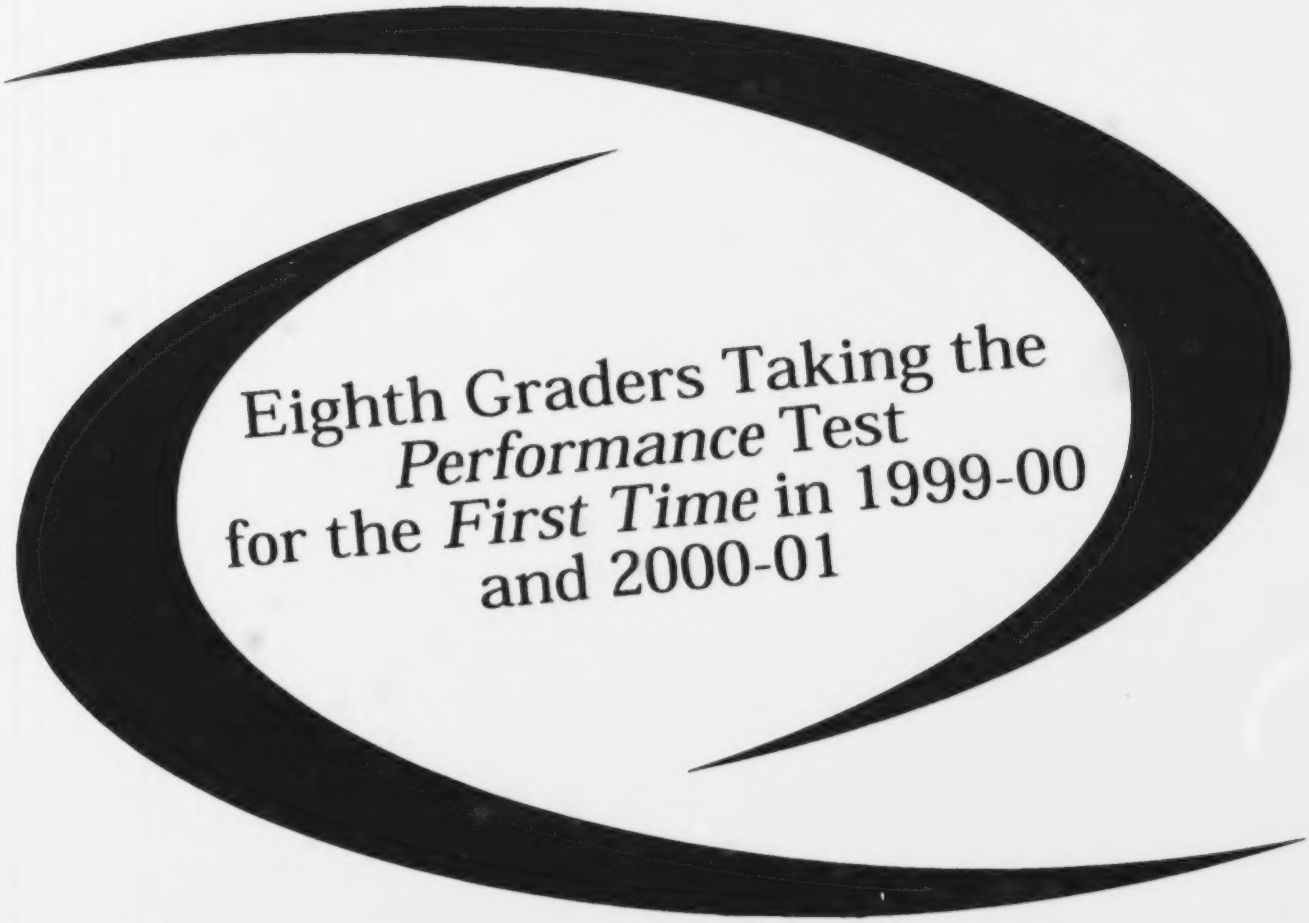
Eighth Graders Taking the
Performance Test
for the *First Time* in 1999-00
and 2000-01

Table 18. North Carolina Tests of Computer Skills
8th Graders Taking the Performance Test for the First Time, by School Year
Performance of Students with Disabilities, Limited English Proficient Students, and Title I Schools
1996-97 through 2000-01

Category	1996-97			1997-98			1998-99			1999-00			2000-01		
	Number Tested	Number Passed	Percent Proficient	Number Tested	Number Passed	Percent Proficient	Number Tested	Number Passed	Percent Proficient	Number Tested	Number Passed	Percent Proficient	Number Tested	Number Passed	Percent Proficient
All Students	88,846	65,432	73.6	104,587	76,200	72.9	95,406	80,199	84.1	95,084	76,129	80.1	99,424	75,370	75.8
All Students with Disabilities	8,801	4,020	45.7	11,722	5,209	44.4	11,143	7,044	63.2	10,589	6,283	59.3	13,288	6,485	48.8
Students with IEPs															
Behaviorally-Emotionally Disabled	859	333	38.8	1,209	402	33.3	1,080	574	53.1	968	452	46.7	1,167	443	38.0
Hearing Impaired	112	66	58.9	137	72	52.6	114	85	74.6	108	82	75.9	118	67	56.8
Educable Mentally Disabled	1,175	197	16.8	1,810	310	17.1	1,282	394	30.7	1,151	284	24.7	1,869	361	19.3
Specific Learning Disabled	5,389	2,758	51.2	6,912	3,545	51.3	6,448	4,427	68.7	6,550	4,325	66.0	7,319	3,980	54.4
Speech-Language Impaired	151	73	48.3	130	67	51.5	150	99	66.0	147	83	56.5	146	87	59.6
Visually Impaired	37	*	*	54	*	*	33	*	*	35	*	*	46	*	*
Other Health Impaired	568	289	50.9	824	424	51.5	878	570	64.9	1,068	665	62.3	53	*	*
Orthopedically Impaired	44	*	*	62	*	*	38	*	*	36	*	*	36	*	*
Traumatic Brain Injured	22	*	*	17	*	*	23	*	*	28	*	*	13	*	*
Other Exceptional Classifications	98	56	57.1	160	78	48.8	168	121	72.0	236	146	61.9	0	*	*
Autistic	0	*	*	0	*	*	0	*	*	0	*	*	0	*	*
Severely/Profoundly Mentally Disabled	0	*	*	0	*	*	0	*	*	0	*	*	1	*	*
Multihandicapped	0	*	*	0	*	*	0	*	*	0	*	*	40	*	*
Deaf-Blind	0	*	*	0	*	*	0	*	*	0	*	*	15	*	*
Trainable Mentally Disabled	0	*	*	0	*	*	0	*	*	0	*	*	1,369	738	53.9
Section 504	346	198	57.2	407	251	61.7	929	716	77.1	262	189	72.1	1,096	733	66.9
Limited English Proficient	632	251	39.7	499	200	40.1	1,019	594	58.3	2,101	1,146	54.5	1,377	674	48.9
Learning Disabled-Reading	3,526	1,664	47.2	3,039	1,394	45.9	3,973	2,613	65.8	5,351	3,489	65.2	4,832	2,473	51.2
Learning Disabled-Mathematics	2,354	990	42.1	3,380	1,568	46.4	2,534	1,518	59.9	758	446	58.8	2,999	1,265	42.2
Learning Disabled-Written Expression	4,602	2,321	50.4	4,480	2,161	48.2	5,506	3,772	68.5	8,747	8,318	95.1	6,252	3,376	54.0
Not Served by Title I	58,597	44,971	76.7	70,496	54,261	77.0	71,206	61,707	86.7	64,994	54,276	83.5	74,740	59,041	79.0
School-Wide Title I	7,986	5,308	66.5	10,852	7,600	70.0	12,281	10,018	81.6	12,946	9,738	75.2	12,810	8,768	68.4
Targeted Assistance	870	471	54.1	828	496	59.9	996	755	75.8	1,225	899	73.4	938	575	61.3
Migrant	176	74	42.0	211	105	49.8	439	265	60.4	376	251	66.8	499	361	72.3

Notes: * No scores are reported for groups with fewer than thirty students. "Number Tested" and "Number Passed" totals for "All Students with Disabilities" data include all students with performance answer sheets coded as having a disability.
Data for autistic, severely/profoundly mentally disabled, multihandicapped, deaf-blind, and trainable mentally disabled were combined under the Other Exceptional Classification (OEC) prior to 2000-01. OEC is no longer reported as a category starting in 2000-01.
Learning Disabled-Other is not reported because of incomplete coding.
Some data from the 1999-00 N.C. Tests of Computer Skills Report have been revised.
All data use "Number Tested" as the denominator.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

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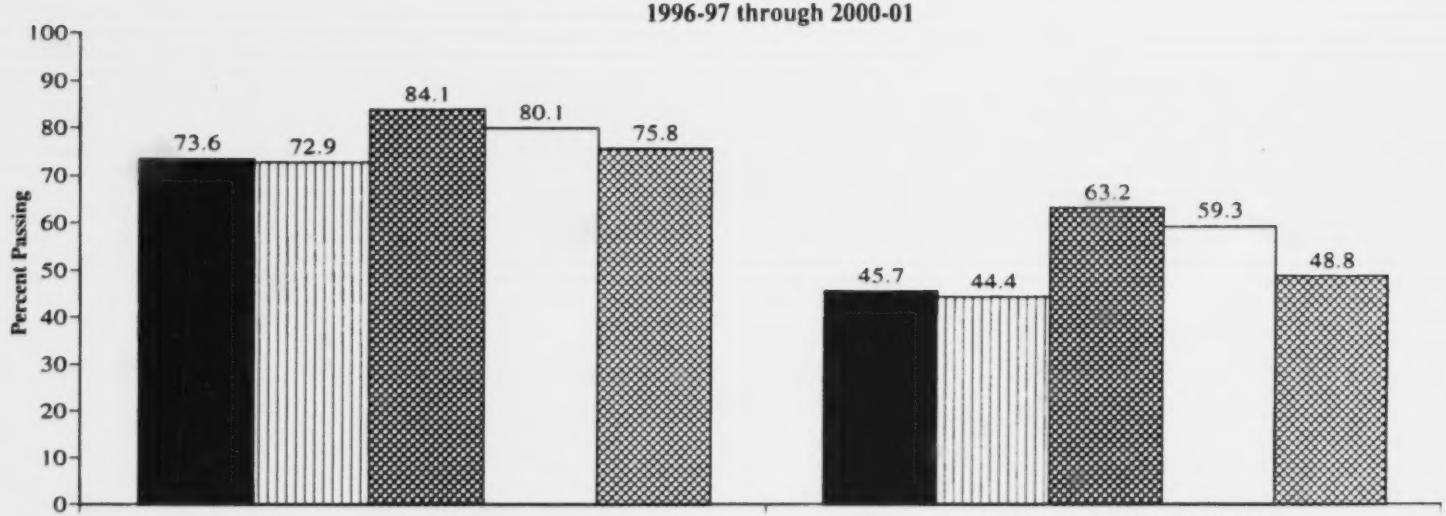
Figure 26. North Carolina Tests of Computer Skills
8th Graders Taking the Performance Test for the First Time, by School Year,
Students with Disabilities
1996-97 through 2000-01

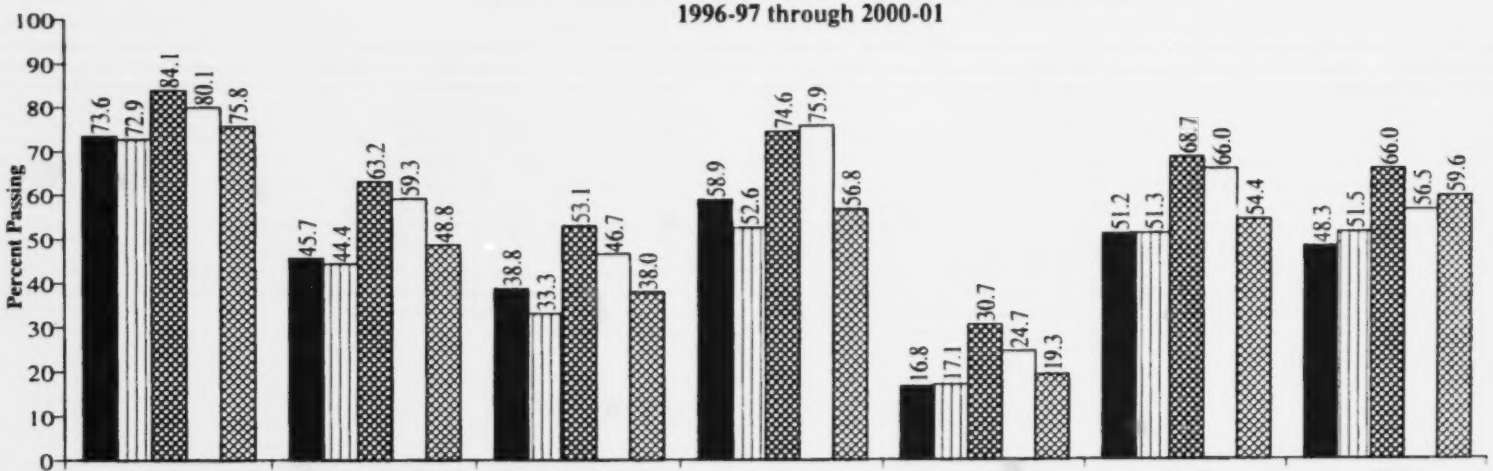


	State	Students with Disabilities
1996-97	N Passing = 65,432	N Passing = 4,020
	N Eligible = 88,846	N Eligible = 8,801
1997-98	N Passing = 76,200	N Passing = 5,209
	N Eligible = 104,587	N Eligible = 11,722
1998-99	N Passing = 80,199	N Passing = 7,044
	N Eligible = 95,406	N Eligible = 11,143
1999-00	N Passing = 76,129	N Passing = 6,283
	N Eligible = 95,084	N Eligible = 10,589
2000-01	N Passing = 75,370	N Passing = 6,485
	N Eligible = 99,424	N Eligible = 13,288

1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01

Notes: Some data from the 1999-00 N.C. Tests of Computer Skills Report have been revised.
All data use total number tested as the denominator.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
The bold vertical line between the years in the legend indicates that the edition of the tests changed.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Figure 27. North Carolina Tests of Computer Skills
8th Graders Taking the Performance Test for the First Time, by School Year, Performance of Students with Disabilities, by Classification
1996-97 through 2000-01



	State	Students with Disabilities	BED	HI	EMD	SLD	SLI
1996-97	N Passing=65,432	N Passing=4,020	N Passing=333	N Passing=66	N Passing=197	N Passing=2,758	N Passing=73
	N Eligible=88,846	N Eligible=8,801	N Eligible=859	N Eligible=112	N Eligible=1,175	N Eligible=5,389	N Eligible=151
1997-98	N Passing=76,200	N Passing=5,209	N Passing=402	N Passing=72	N Passing=310	N Passing=3,545	N Passing=67
	N Eligible=104,587	N Eligible=11,722	N Eligible=1,209	N Eligible=137	N Eligible=1,810	N Eligible=6,912	N Eligible=130
1998-99	N Passing=80,199	N Passing=7,044	N Passing=574	N Passing=85	N Passing=394	N Passing=4,427	N Passing=99
	N Eligible=95,406	N Eligible=11,143	N Eligible=1,080	N Eligible=114	N Eligible=1,282	N Eligible=6,448	N Eligible=150
1999-00	N Passing=76,129	N Passing=6,283	N Passing=452	N Passing=82	N Passing=284	N Passing=4,325	N Passing=83
	N Eligible=95,084	N Eligible=10,589	N Eligible=968	N Eligible=108	N Eligible=1,151	N Eligible=6,550	N Eligible=147
2000-01	N Passing=75,370	N Passing=6,485	N Passing=443	N Passing=67	N Passing=361	N Passing=3,980	N Passing=87
	N Eligible=99,424	N Eligible=13,288	N Eligible=1,167	N Eligible=118	N Eligible=1,869	N Eligible=7,319	N Eligible=146

1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01

BED - Behaviorally-Emotionally Disabled HI - Hearing Impaired EMD - Educable Mentally Disabled
SLD - Specific Learning Disabled SLI - Speech-Language Impaired

Notes: Student performance for orthopedically impaired, traumatic brain injured, and visually impaired are not included in this figure because no scores are reported for groups with fewer than thirty students. "Number Eligible" and "Number Passed" totals for "All Students with Disabilities" data include all students with performance answer sheets coded as having a disability.

Some data from the 1999-00 N.C. Tests of Computer Skills Report have been revised.

All data use total number tested as the denominator.

Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.

Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.

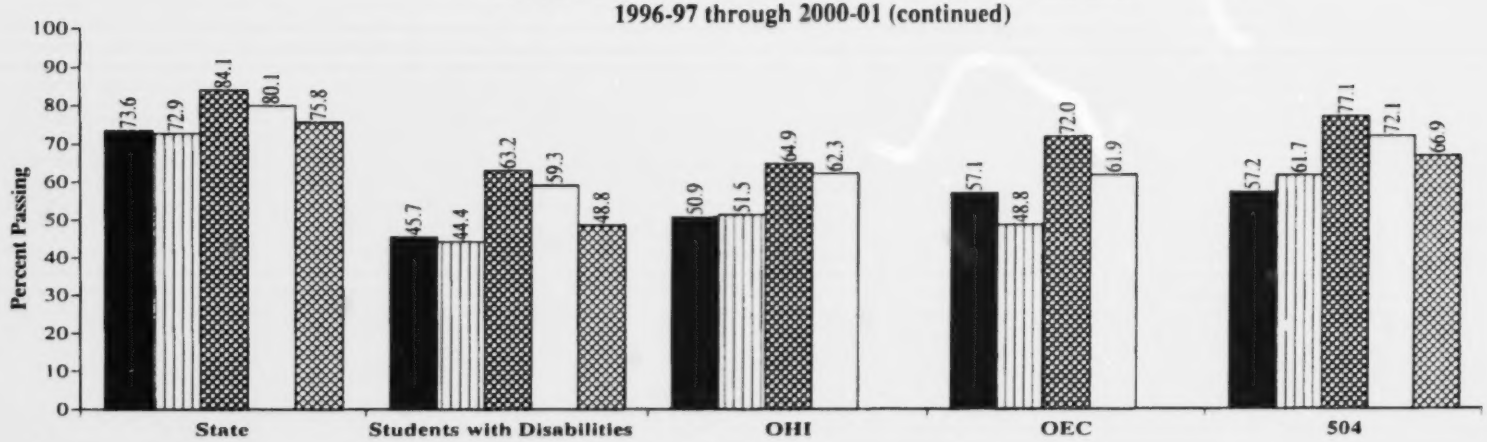
The bold vertical line between the years in the legend indicates that the edition of the tests changed.

Data received from LEAs after Dec. 31, 2001 are not included in this report.

Prepared by the NCDPI Division of Accountability Services/Testing Section.

2000-01 N.C. Tests of Computer Skills Report

Figure 27. North Carolina Tests of Computer Skills
8th Graders Taking the Performance Test for the First Time, by School Year, Performance of Students with Disabilities, by Classification
1996-97 through 2000-01 (continued)



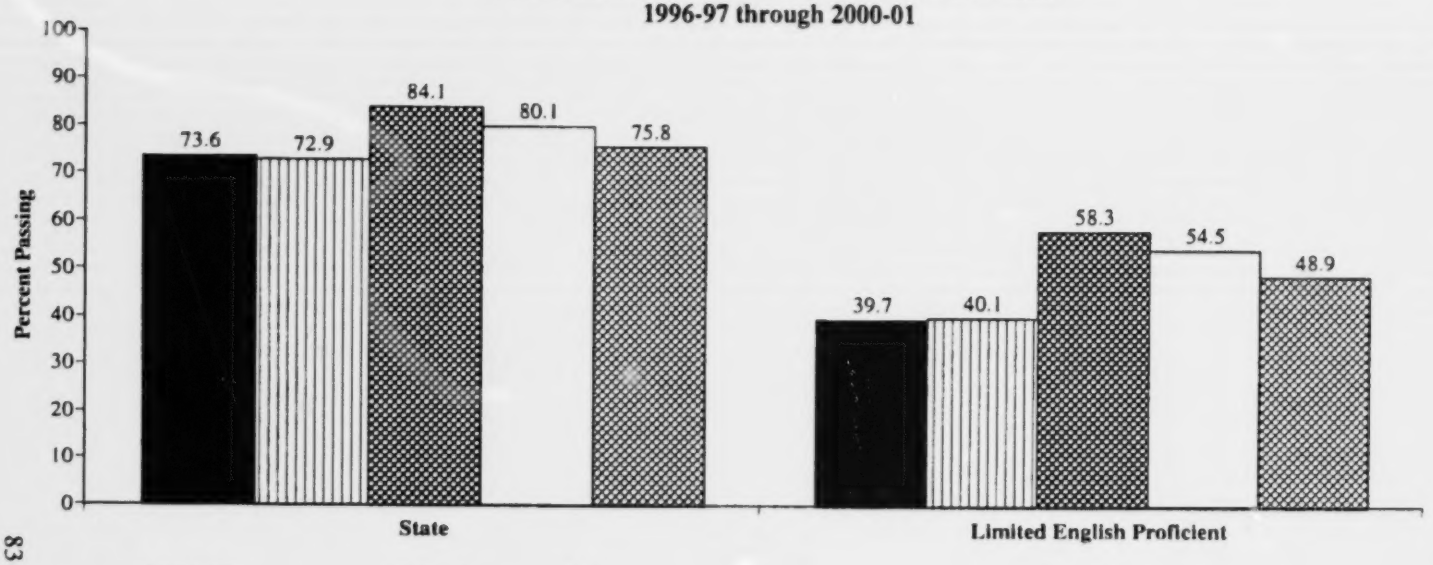
	State	Students with Disabilities	OHI	OEC	504
1996-97	N Passing=65,432	N Passing=4,020	N Passing=289	N Passing=56	N Passing=198
	N Eligible=88,846	N Eligible=8,801	N Eligible=568	N Eligible=98	N Eligible=346
1997-98	N Passing=76,200	N Passing=5,209	N Passing=424	N Passing=78	N Passing=251
	N Eligible=104,587	N Eligible=11,722	N Eligible=824	N Eligible=160	N Eligible=407
1998-99	N Passing=80,199	N Passing=7,044	N Passing=570	N Passing=121	N Passing=716
	N Eligible=95,406	N Eligible=11,143	N Eligible=878	N Eligible=168	N Eligible=929
1999-00	N Passing=76,129	N Passing=6,283	N Passing=665	N Passing=146	N Passing=189
	N Eligible=95,084	N Eligible=10,589	N Eligible=1,068	N Eligible=236	N Eligible=262
2000-01	N Passing=75,370	N Passing=6,485	N Passing=*	N Passing=*	N Passing=733
	N Eligible=99,424	N Eligible=13,288	N Eligible=53	N Eligible=*	N Eligible=1,096

1996-97 | 1997-98 | 1998-99 | 1999-00 | 2000-01

OHI - Other Health Impaired OEC - Other Exceptional Classification 504 - Section 504

Notes: * No scores are reported for groups with fewer than thirty students. "Number Eligible" and "Number Passed" totals for "All Students with Disabilities" data include all students with performance answer sheets coded as having a disability.
Student performance for orthopedically impaired, traumatic brain injured, and visually impaired are not included in this figure because no scores are reported for groups with fewer than thirty students.
Data for autistic, severely/profoundly mentally disabled, multihandicapped, deaf-blind, and trainable mentally disabled were combined under the Other Exceptional Classification (OEC) prior to 2000-01. OEC is no longer reported as a category starting in 2000-01.
Some data from the 1999-00 N.C. Tests of Computer Skills Report have been revised.
All data use total number tested as the denominator.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
The bold vertical line between years in the legend indicates that the edition of the tests changed.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Figure 28. North Carolina Tests of Computer Skills
8th Graders Taking the Performance Test for the First Time, by School Year,
Performance of Limited English Proficient Students
1996-97 through 2000-01



	State	Limited English Proficient
1996-97	N Passing = 65,432	N Passing = 251
	N Eligible = 88,846	N Eligible = 632
1997-98	N Passing = 76,200	N Passing = 200
	N Eligible = 104,587	N Eligible = 499
1998-99	N Passing = 80,199	N Passing = 594
	N Eligible = 95,406	N Eligible = 1,019
1999-00	N Passing = 76,129	N Passing = 1,146
	N Eligible = 95,084	N Eligible = 2,101
2000-01	N Passing = 75,370	N Passing = 674
	N Eligible = 99,424	N Eligible = 1,377

Notes: Some data from the 1999-00 N.C. Tests of Computer Skills Report have been revised.
All data use total number tested as the denominator.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
The bold vertical line between years in the legend indicates that the edition of the test changed.
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Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Table 19a. 1999-00 to 2000-01 Computer Skills Performance Data,
8th Graders Taking the Performance Test for the First Time,
Characteristics and Performance

	1999-00			2000-01		
	N Tested	N Passed	Percent Proficient	N Tested	N Passed	Percent Proficient
All Students	95,084	76,129	80.1	99,424	75,370	75.8
Gender						
Male	47,943	37,103	77.4	50,204	36,511	72.7
Female	46,655	38,697	82.9	48,832	38,625	79.1
Ethnic Group						
American Indian	1,515	1,031	68.1	1,737	1,062	61.1
Asian	1,602	1,408	87.9	1,592	1,361	85.5
Black	27,155	17,183	63.3	29,477	17,106	58.0
Hispanic	2,649	1,802	68.0	3,316	2,085	62.9
Multi-Racial	1,414	1,124	79.5	1,777	1,345	75.7
White	60,217	53,211	88.4	60,963	52,032	85.4
Other	407	303	74.4	449	303	67.5
Parental Education						
Did not finish high school	8,737	5,678	65.0	9,100	5,258	57.8
High school or GED	25,331	18,801	74.2	26,002	17,763	68.3
Some education after high school but did not graduate	11,352	9,292	81.9	12,321	9,706	78.8
Community, technical or junior college	11,693	9,977	85.3	11,849	9,619	81.2
Trade or business school	2,638	2,186	82.9	2,660	2,125	79.9
Four-year college degree	21,839	19,015	87.1	23,125	19,451	84.1
Graduate degree	11,686	10,002	85.6	12,585	10,376	82.4
Hours of Homework using the Computer (per week)						
None assigned	26,031	18,233	70.0	26,254	16,337	62.2
Less than 1 hour	26,067	21,602	82.9	29,947	23,986	80.1
Between 1-3 hours	24,350	20,997	86.2	26,419	22,095	83.6
More than 3 hours, less than 5 hours	9,003	7,851	87.2	8,873	7,390	83.3
Between 5-10 hours	4,173	3,696	88.6	3,854	3,249	84.3
More than 10 hours	1,167	974	83.5	1,092	809	74.1
Assigned but not done	1,008	611	60.6	1,193	614	51.5
Where Computer Skills are Learned						
At home	61,527	54,252	88.2	67,434	56,938	84.4
At a friend's	40,361	35,013	86.7	39,952	33,306	83.4
In computer class	81,666	66,738	81.7	85,823	66,535	77.5
In regular classes	45,552	39,383	86.5	47,764	40,079	83.9
Out of class	6,047	5,066	83.8	6,097	4,848	79.5
Computer camp	2,185	1,760	80.5	2,241	1,744	77.8
Other	18,868	16,017	84.9	19,751	15,969	80.9
Location of Regular Computer Access						
In class	13,333	10,770	80.8	18,351	14,359	78.2
In computer lab	38,000	29,494	77.6	41,217	30,377	73.7
In media center/library	15,414	12,615	81.8	17,406	13,400	77.0
Other	3,745	2,684	71.7	3,859	2,478	64.2
Years Attended North Carolina Schools						
First year	3,312	2,316	69.9	3,450	2,239	64.9
Between 1-3	4,649	3,351	72.1	4,917	3,327	67.7
3 or more	85,092	69,013	81.1	90,419	69,449	76.8
Computer Access Outside of Class						
No	15,767	9,425	59.8	13,987	6,978	49.9
On occasion	21,899	15,997	73.0	21,548	14,295	66.3
All the time	54,877	48,920	89.1	62,686	53,406	85.2
Opportunity to Use Computer to Present Information						
Never	9,201	5,719	62.2	9,160	4,824	52.7
Sometimes	44,793	34,049	76.0	47,278	33,909	71.7
Often	38,803	34,708	89.4	42,064	36,073	85.8

Notes: When summed, gender and ethnicity N-counts may not match the state N-counts because gender and/or ethnicity may not have been coded for some students.
Some data from the 1999-00 N.C. Tests of Computer Skills Report have been revised.
All data use total number tested as the denominator.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01and beyond were tested on the 1998 computer skills curriculum.
Data received from LEAs after Dec. 31, 2000 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section
2000-01 N.C. Tests of Computer Skills Report

Table 19b. 1999-00 to 2000-01 Computer Skills Performance Data, 8th Graders Taking the Performance Test for the First Time, Accommodations

Grade	Category	1999-00 Number Tested	1999-00 Number Passed	1999-00 Percent Proficient	2000-01 Number Tested	2000-01 Number Passed	2000-01 Percent Proficient
8	**All Students**	95,084	76,129	80.1	99,424	75,370	75.8
	Braille Edition	2	*	*	1	*	*
	Large Print	39	*	*	46	*	*
	Assistive Technology	6	*	*	17	*	*
	Braille Writer	0	*	*	0	*	*
	Cranmer Abacus	0	*	*	0	*	*
	Dictation to Scribe	192	134	69.8	383	213	55.6
	Interpreter Signs Test	28	*	*	26	*	*
	Magnification Devices	12	*	*	21	*	*
	Student Marks in Test Book	1,365	828	60.7	1,750	822	47.0
	Test Administrator Reads Test Aloud	4,818	2,751	57.1	6,642	2,804	42.2
	Use of Typewriter or Word Processor	29	*	*	22	*	*
	Hospital/Home Testing	3	*	*	2	*	*
	Multiple Test Sessions	971	552	56.8	1,440	654	45.4
	Scheduled Extended Time	8,672	5,371	61.9	11,070	5,344	48.3
	Testing in a Separate Room	0	*	*	8,514	3,875	45.5
	English/Native Language Dictionary/Electronic Translator	167	104	62.3	307	122	39.7

Notes: *No scores are reported for groups with fewer than thirty students. "Number Tested" and "Number Passed" totals for "All Students with Disabilities" data include all students with performance answer sheets coded as having a disability.
Accommodations are available for students with disabilities (including Section 504) and students identified as limited English proficient.
All data use total number tested as the denominator.
All data are rounded to the nearest tenth, therefore, accommodation categories may not sum to 100%.
Some data from the 1999-00 N.C. Tests of Computer Skills Report have been revised.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Table 19c. 1999-00 to 2000-01 Computer Skills Performance Data, 8th Graders Taking the Performance Test for the First Time, Performance of Exceptional, Limited English Proficient, and Title I Students

Grade	Category	1999-00 Number Tested	1999-00 Number Passed	1999-00 Percent Proficient	2000-01 Number Tested	2000-01 Number Passed	2000-01 Percent Proficient
8	**All Students**	95,084	76,129	80.1	99,424	75,370	75.8
	Not Exceptional	69,807	55,712	79.8	70,872	54,010	76.2
	Academically/Intellectually Gifted (AIG)	13,205	13,111	99.3	14,506	14,332	98.8
	All Students with Disabilities	10,589	6,283	59.3	13,288	6,485	48.8
	Students with IEPS						
	Behaviorally-Emotionally Disabled	968	452	46.7	1,167	443	38.0
	Hearing Impaired	108	82	75.9	118	67	56.8
	Educable Mentally Disabled	1,151	284	24.7	1,869	361	19.3
	Specific Learning Disabled	6,550	4,325	66.0	7,319	3,980	54.4
	Speech-Language Impaired	147	83	56.5	146	87	59.6
	Visually Impaired	35	*	*	46	*	*
	Other Health Impaired	1,068	665	62.3	53	*	*
	Orthopedically Impaired	36	*	*	36	*	*
	Traumatic Brain Injured	28	*	*	13	*	*
	Other Exceptional Classification	236	146	61.9	0	*	*
	Autistic	0	*	*	0	*	*
	Severely/Profoundly Mentally Disabled	0	*	*	1	*	*
	Multihandicapped	0	*	*	40	*	*
	Deaf-Blind	0	*	*	15	*	*
	Trainable Mentally Disabled	0	*	*	1,369	738	53.9
	Section 504	262	189	72.1	1,096	733	66.9
	Limited English Proficient	2,101	1,146	54.5	1,377	674	48.9
	Learning Disabled-Reading	5,351	3,489	65.2	4,832	2,473	51.2
	Learning Disabled-Mathematics	758	446	58.8	2,999	1,265	42.2
	Learning Disabled-Written Expression	8,747	8,318	95.1	6,252	3,376	54.0
	Not Served by Title I	64,994	54,276	83.5	74,740	59,041	79.0
	School-Wide Title I Program	12,946	9,738	75.2	12,810	8,768	68.4
	Targeted Assistance	1,225	899	73.4	938	575	61.3
	Migrant	376	251	66.8	499	361	72.3
	AIG Reading	1,812	1,572	86.8	10,585	10,460	98.8
	AIG Mathematics	1,102	1,098	99.6	10,364	10,239	98.8

Notes: *No scores are reported for groups with fewer than thirty students. "Number Tested" and "Number Passed" totals for "All Students with Disabilities" data include all students with performance answer sheets coded as having a disability. Data for autistic, severely/profoundly mentally disabled, multihandicapped, deaf-blind, and trainable mentally disabled were combined under the Other Exceptional Classification (OEC) prior to 2000-01. OEC is no longer reported as a category starting in 2000-01.
Learning Disabled-Other is not reported because of incomplete coding.
Some data from the 1999-00 N.C. Tests of Computer Skills Report have been revised.
All data use total number tested as the denominator.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1998 computer skills curriculum.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Table 19d. 1999-00 to 2000-01 Computer Skills Performance Data, 8th Graders Taking the Performance Test for the First Time, Computer Skills Learned in Each Subject Area

Course	Category	1999-00 Number of Respondents	1999-00 Number Passed	1999-00 Percent Proficient	2000-01 Number of Respondents	2000-01 Number Passed	2000-01 Percent Proficient
Mathematics	Spreadsheet	61,650	51,636	83.8	64,599	51,981	80.5
	Database	34,526	28,625	82.9	37,803	29,825	78.9
	Word Processing/Desktop Publishing	20,218	16,593	82.1	23,548	18,562	78.8
	Telecommunications	6,843	5,875	85.9	7,299	6,008	82.3
	Multimedia	10,810	8,889	82.2	12,198	9,424	77.3
Science	Spreadsheet	33,836	27,941	82.6	36,518	28,933	79.2
	Database	39,302	32,799	83.5	40,197	32,046	79.7
	Word Processing/Desktop Publishing	33,640	28,844	85.7	38,291	31,802	83.1
	Telecommunications	13,586	11,780	86.7	13,638	11,213	82.2
	Multimedia	14,870	13,300	89.4	15,686	13,518	86.2
Social Science	Spreadsheet	24,580	19,808	80.6	26,050	20,009	76.8
	Database	33,639	28,337	84.2	33,638	27,123	80.6
	Word Processing/Desktop Publishing	40,897	34,816	85.1	45,689	37,655	82.4
	Telecommunications	13,876	12,062	86.9	13,307	10,879	81.8
	Multimedia	15,950	14,251	89.3	15,588	13,271	85.1
Language Arts	Spreadsheet	17,356	13,351	76.9	18,543	13,336	71.9
	Database	17,415	14,001	80.4	18,400	14,001	76.1
	Word Processing/Desktop Publishing	64,683	55,370	85.6	67,767	55,757	82.3
	Telecommunications	11,301	9,667	85.5	11,636	9,501	81.7
	Multimedia	12,163	10,819	89.0	13,200	11,191	84.8
Business Education	Spreadsheet	32,113	26,906	83.8	34,600	27,813	80.4
	Database	30,155	25,375	84.1	32,906	26,539	80.7
	Word Processing/Desktop Publishing	36,917	31,399	85.1	39,856	32,503	81.6
	Telecommunications	18,531	15,392	83.1	19,856	15,834	79.7
	Multimedia	13,629	11,795	86.5	16,184	13,607	84.1
Other	Spreadsheet	22,758	18,698	82.2	25,463	19,928	78.3
	Database	21,417	17,747	82.9	23,404	18,609	79.5
	Word Processing/Desktop Publishing	33,697	28,710	85.2	36,570	29,998	82.0
	Telecommunications	15,875	13,775	86.8	15,193	12,593	82.9
	Multimedia	16,229	13,853	85.4	17,402	14,309	82.2

Notes: All data use total number of respondents as the denominator.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum
Students who began grade 8 in 2000-01 and beyond were tested on the 1992 computer skills curriculum
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
2000-01 N.C. Test of Computer Skills Report

Table 19e. 1999-00 to 2000-01 Computer Skills Performance Data,
8th Grade Students with Disabilities (including Section 504 Students) Taking Performance Test for the First Time,
Computer Skills Learned in Each Subject Area

Course	Category	1999-00 Number of Respondents	1999-00 Number Passed	1999-00 Percent Proficient	2000-01 Number of Respondents	2000-01 Number Passed	2000-01 Percent Proficient
Mathematics	Spreadsheet	5,799	3,710	64.0	7,158	3,968	55.4
	Database	3,415	2,159	63.2	4,629	2,452	53.0
	Word Processing/Desktop Publishing	2,020	1,234	61.1	2,762	1,368	49.5
	Telecommunications	691	436	63.1	880	496	56.4
	Multimedia	1,174	718	61.2	1,580	758	48.0
Science	Spreadsheet	3,454	2,209	64.0	4,421	2,421	54.8
	Database	3,905	2,558	65.5	4,754	2,630	55.3
	Word Processing/Desktop Publishing	2,895	1,884	65.1	3,923	2,213	56.4
	Telecommunications	1,252	816	65.2	1,703	967	56.8
	Multimedia	1,084	752	69.4	1,484	915	61.7
Social Science	Spreadsheet	2,735	1,660	60.7	3,434	1,749	50.9
	Database	3,223	2,148	66.6	3,974	2,219	55.8
	Word Processing/Desktop Publishing	3,537	2,316	65.5	4,800	2,724	56.8
	Telecommunications	1,256	849	67.6	1,640	918	56.0
	Multimedia	1,285	925	72.0	1,514	916	60.5
Language Arts	Spreadsheet	2,238	1,288	57.6	2,782	1,262	45.4
	Database	1,907	1,175	61.6	2,440	1,224	50.2
	Word Processing/Desktop Publishing	5,623	3,841	68.3	7,023	4,055	57.7
	Telecommunications	1,062	663	62.4	1,448	778	53.7
	Multimedia	981	674	68.7	1,344	760	56.5
Business Education	Spreadsheet	3,285	2,062	62.8	4,225	2,327	55.1
	Database	3,097	1,967	63.5	4,056	2,248	55.4
	Word Processing/Desktop Publishing	3,533	2,306	65.3	4,553	2,590	56.9
	Telecommunications	1,804	1,133	62.8	2,491	1,371	55.0
	Multimedia	1,289	855	66.3	1,848	1,112	60.2
Other	Spreadsheet	2,418	1,478	61.1	3,179	1,675	52.7
	Database	2,227	1,379	61.9	2,958	1,566	52.9
	Word Processing/Desktop Publishing	2,839	1,898	66.9	3,806	2,188	57.5
	Telecommunications	1,496	1,011	67.6	1,864	1,075	57.7
	Multimedia	1,494	972	65.1	1,955	1,116	57.1

Notes:
All data use total number of respondents as the denominator.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1992 computer skills curriculum.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by NCPDI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

Table 19f. 1999-00 to 2000-01 Computer Skills Performance Data, 8th Grade Limited English Proficient Students Taking Performance Test for the First Time, Computer Skills Learned in Each Subject Area

Course	Category	1999-00 Number of Respondents	1999-00 Number Passed	1999-00 Percent Proficient	2000-01 Number of Respondents	2000-01 Number Passed	2000-01 Percent Proficient
Mathematics	Spreadsheet	1,070	635	59.3	668	371	55.5
	Database	631	360	57.1	411	220	53.5
	Word Processing/Desktop Publishing	359	208	57.9	240	135	56.3
	Telecommunications	126	68	54.0	62	34	54.8
	Multimedia	217	130	59.9	123	48	39.0
Science	Spreadsheet	614	359	58.5	418	220	52.6
	Database	739	456	61.7	430	247	57.4
	Word Processing/Desktop Publishing	553	308	55.7	388	231	59.5
	Telecommunications	239	149	62.3	177	106	59.9
	Multimedia	186	116	62.4	121	84	69.4
Social Science	Spreadsheet	516	288	55.8	313	157	50.2
	Database	611	369	60.4	373	209	56.0
	Word Processing/Desktop Publishing	659	387	58.7	432	255	59.0
	Telecommunications	225	142	63.1	178	101	56.7
	Multimedia	252	160	63.5	132	88	66.7
Language Arts	Spreadsheet	438	227	51.8	256	114	44.5
	Database	372	212	57.0	224	104	46.4
	Word Processing/Desktop Publishing	1,022	646	63.2	586	364	62.1
	Telecommunications	207	122	58.9	141	73	51.8
	Multimedia	190	120	63.2	101	49	48.5
Business Education	Spreadsheet	637	355	55.7	362	206	56.9
	Database	598	350	58.5	345	191	55.4
	Word Processing/Desktop Publishing	655	407	62.1	421	262	62.2
	Telecommunications	344	198	57.6	217	120	55.3
	Multimedia	229	143	62.4	150	82	54.7
Other	Spreadsheet	446	246	55.2	274	144	52.6
	Database	398	222	55.8	245	139	56.7
	Word Processing/Desktop Publishing	543	335	61.7	331	205	61.9
	Telecommunications	268	160	59.7	188	101	53.7
	Multimedia	281	163	58.0	170	91	53.5

Notes:
All data use total number of respondents as the denominator.
Students who began grade 8 in 1996-97 through 1999-00 were tested on the 1992 computer skills curriculum.
Students who began grade 8 in 2000-01 and beyond were tested on the 1992 computer skills curriculum.
Data received from LEAs after Dec. 31, 2001 are not included in this report.
Prepared by NCPDI Division of Accountability Services/Testing Section.
2000-01 N.C. Tests of Computer Skills Report

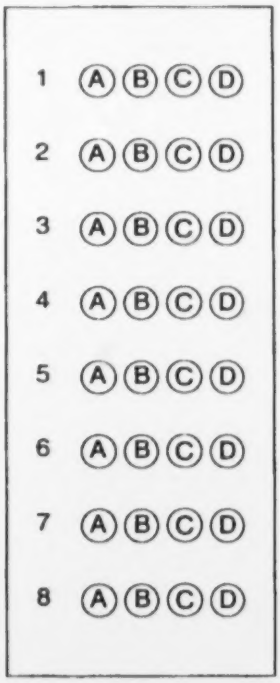
Sample Questions for the North Carolina Tests of Computer Skills

Sample Test Questions for the Old Computer Skills Tests*

Multiple-Choice Test

This test consists of 70 questions that ask you about the use of computers in society, hardware and software components, keyboarding, and how to use specific software applications—word processing, database, spreadsheet, and telecomputing.

Directions: To answer a question, first decide which is the ***best*** answer choice for a particular question. Then, find the question number on your answer grid (below) and make a mark in the circle containing the letter of the correct answer. Remember to mark only one answer for each question.



Performance Test

This test consists of four parts—Keyboarding Techniques, Word Processing/Editing, Database Use, and Spreadsheet Use—that assess how well you can use software to perform specific functions. (The sample performance questions in this handbook, as well as the electronic files, are located on the Internet at www.ncpublicschools.org/accountability/testing/index.html.** These will provide you with a chance to practice the questions using actual keyboarding, word processing/editing, database, and spreadsheet files. If you need help, talk to your teacher.)

Directions: Read the directions at the beginning of each part. Then complete the task or questions. Either you or the teacher giving the test must print out your work for Keyboarding Techniques and Word Processing/Editing. For the Database Use and Spreadsheet Use parts you should mark your answers in the space provided next to each question.

* This section is an excerpt from the *North Carolina Tests of Computer Skills Student Handbook* (September 2000).

**The electronic files for state computer skills performance tests on the Internet are available in the software packages (PC and Macintosh platforms) that are supported by the North Carolina Department of Public Instruction.

Old Computer Skills Multiple-Choice Test

1. Doing research by using an online database instead of a printed set of similar information offers which advantage?

   A more current information

   B better charts

   C easier to understand tables

   D more legible diagrams

2. Upon walking into Mr. Johnson's workroom, Daryl saw a test that would be given the next day on the computer screen. Which of the following can Daryl ethically do?

   A Correct obvious errors on the test to help Mr. Johnson avoid embarrassment.

   B Read the questions as a study guide.

   C Add a few well-chosen questions that Mr. Johnson left out.

   D Leave the room without reading the test questions.

3. What is the function of a disk drive?

   A to print sheets of paper

   B to read from or write information to a floppy disk

   C to display information or pictures on a screen

   D to calculate numbers

4. For a social studies report, Fred needs to illustrate the products of North Carolina with pictures and comparison graphs. He would ***most likely*** use which software programs?

   A spreadsheet and statistical

   B spreadsheet and database

   C graphing and clip art

   D clip art and drawing

5. For correct keyboarding, what is the recommended placement of fingers on the home row keys?

   A fingers of the left hand on A-S-D-F and fingers on the right hand on J-K-L-;

   B fingers of the right hand on A-S-D-F and fingers on the left hand on J-K-L-;

   C fingers of the left hand on A-S-E-F and fingers on the right hand on J-K-O-P

   D fingers of the left hand on Q-W-E-R and fingers on the right hand on U-I-O-P

6. Jim is typing a song on his word processor. The song has four verses, and the chorus is repeated after each verse. What would be the ***most efficient*** way to enter the song, making sure the chorus is repeated after each verse?

   A Type the chorus four times.

   B Copy the chorus on a copy machine and then cut and paste it into the document.

   C Use the Copy and Paste Commands on the word processor.

   D Highlight the text and change it to **Bold**.

7. Which is ***not*** an advantage of using computerized spreadsheets?

   A speed of calculation

   B flexibility of moving entries

   C cost of initial set-up

   D ability to generate tables

8. Using an electronic bulletin board, Andy can do all of the following ***except*** which one?

   A send private messages to a friend

   B send a public message to friends interested in one topic

   C send pictures to a friend

   D send a package to a friend

Old Performance Test
Part I: Keyboarding Techniques

Directions:

1. Key, as accurately as possible, the title and paragraphs below. Remember to use correct keyboarding techniques. Note: Do not worry about any differences in word wrap between what you type and how the paragraphs appear on this page.

2. When you have finished keying the title and paragraphs, print your work.

OUR WEEKLY ASSEMBLY MEETING

Every Wednesday morning the students at Smith Middle School meet in the auditorium for assembly. The program may include

speakers,
musicians,
plays,
or movies.

Most of the students like assembly because we never know what to expect.

Sometimes at the end of the program, the principal tells us about special upcoming events. Every spring my math club makes a presentation. Last spring I explained how a computer does math.

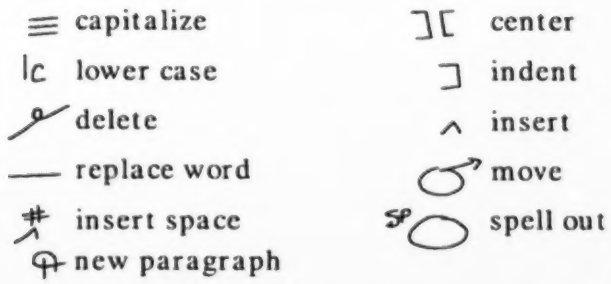
Old Performance Test
Part II: Word Processing/Editing

Directions:

1. **Edit the title and paragraph below. You may use the "Edit Symbol Reference Table" provided below if you need assistance.**

2. **When you have finished editing the title and paragraph, print your work.**

Edit Symbol Reference Table



] NORTH CAROLINA AND WORLD WAR II [

Last summer I read a book on the contributions of North Carolina to World War II. Out of a total population of some 3,600,000 people in the state, about 355,000 men and 7,000 women joined the military forces. They participated in all the major battles in Europe and Asia.

Old Performance Test
Part III: Database Use

Directions: Use your database program and the file called MAGAZDB.

1. **Read the *scenario*.**
2. **Use the database file to respond to the questions below.**
3. **When asked to "describe the steps you took to find your answer," use appropriate database terms. For example, "Sorted Ad Cost per pg in descending order" or "Searched the Ad Cost per pg for all records greater than 1,000."**

Scenario:

Your school is selling magazines to raise money for class trips. Using the database MAGAZDB, your job is to answer questions asked by your classmates who are selling the magazines and other classmates who are handling records of sales.

Sample Record from MAGAZDB Database.*

TITLE:	American Health
CITY PUBLISHED:	New York
STATE PUBLISHED:	New York
PUBLISHED BY:	Reader's Digest Association, Inc.
TYPE OF MAG:	Health
#PUB PER YEAR:	10
AD COST PER PG:	$34,500
AD COST BCK COV:	$44,800
COST PER COPY:	$1.95

_____ 1. What is the name of the magazine that has the largest circulation?

_____ 2. What is the name of the magazine published 6 times per year (# PUB PER YEAR) that has an advertisement cost per page (AD COST PER PG) of $4,045?

Explanation: Use database terms to describe the steps you took to find your answer.

_____

_____

_____

***NOTE:** This example does not contain all fields of the database. It is not representative of a complete record.

Old Performance Test
Part IV: Spreadsheet Use

Directions: Use your spreadsheet program and the file called SSDRYCL.
1. Read the *scenario*.
2. Use the spreadsheet file to respond to the questions below.

Scenario:

The owners of a new dry cleaning business have pledged to donate 1% of their profit to purchase books for the library at your school. Your Computer Skills class has created the spreadsheet SSDRYCL to help the owners keep accurate records. On assignment at the dry cleaner's, you test the spreadsheet in the following situations.

NOTE: The spreadsheet automatically calculates 6% tax.

Excerpt from SSDRYCL Spreadsheet

Amount of money available to spend:	$0.00		
			Cost of
		Cost of	Specific
Number of	Cost Per	Specific	Item Plus
Items	Item	Items	Tax
Shirts: 0	$1.55	$0.00	$0.00
Blouses: 0	$1.60	$0.00	$0.00
Men's Suits: 0	$5.50	$0.00	$0.00
Women's Suits: 0	$5.25	$0.00	$0.00
Sweaters: 0	$2.75	$0.00	$0.00
Overcoats: 0	$8.25	$0.00	$0.00
Total Cost of Dry Cleaning:			$0.00
Amount of money Remaining:			$0.00

_____ 1. Franco has $25.00 to pay for cleaning two sweaters and two overcoats. How much change should he get back?

_____ 2. Colleen paid $8.48 for having a number of blouses cleaned. How many blouses did she have cleaned in all?

Answers to Sample Questions and Notes

Old Multiple-Choice Test

1. The correct answer is A. This question measures how well you understand how computers are used as a tool for accessing information.

2. The correct answer is D. This question measures how well you understand the ethical use of computers and respect the computer-generated work of others.

3. The correct answer is B. This question measures your understanding of the components of a computer—hardware and software. You may also be asked about other physical components of a computer, their function, and use.

4. The correct answer is C. This question measures your knowledge of the use of software in various subjects to solve problems. You may also be asked about other types of software, e.g., probeware used in science, database programs used in social studies.

5. The correct answer is A. This question measures your knowledge of correct keyboarding skills and finger placement on the home row keys.

6. The correct answer is C. This question measures your ability to use the Copy and Paste functions while word processing. You may also be asked about other functions (e.g., Move, Print) and utilities (e.g., spell checker, grammar checker), and about producing desktop published documents.

7. The correct answer is C. This question measures your understanding of the advantages (or disadvantages) of using a computerized spreadsheet versus a printed spreadsheet. You may also be asked to use a spreadsheet to test simple "What if" statements.

8. The correct answer is D. This question measures your understanding of how an electronic bulletin board works.

Old Performance Test

Part I: Keyboarding Techniques. This task is scored for typing accuracy, spacing, and length.

Part II: Word Processing/Editing. This task is scored for the number of correct edits and if other errors are made while editing.

Part III: Database Use.

1. The correct answer is "Reader's Digest." This question measures your ability to sort a database.

2. The correct answer is "American Scientist." Your answer is also scored for how well you explain how you determined your answer to the question ("I searched the field # PUB PER YEAR=6 and searched the field AD COST PER YEAR=$4,045). This question measures your ability to search a database using more than one criterion to solve a problem.

Part IV: Spreadsheet Use.

1. The correct answer is $1.68. This question measures your ability to use a spreadsheet to test simple "What if" statements.

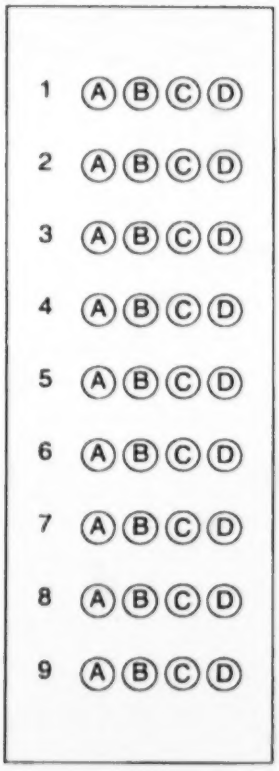
2. The correct answer is 5. This question also measures your ability to use a spreadsheet to test simple "What if" statements.

Sample Test Questions for the New Computer Skills Tests

Multiple-Choice Test

This test consists of 70 questions that ask you about the use of computers in society, hardware and software components, keyboarding, and how to use specific software applications—word processing, database, spreadsheet, and telecommunications.

Directions: To answer a question, first decide which is the ***best*** answer choice for a particular question. Then, find the question number on your answer grid (below) and make a mark in the circle containing the letter of the correct answer. Remember to mark only one answer for each question.



Performance Test

This test consists of three parts—Desktop Publishing, Database Use, and Spreadsheet Use—that assess how well you can use software to perform specific functions. (By going to http://www.ncpublicschools.org/accountability/testing/computerskills/handbook, you can practice the same sample performance questions in this handbook on the Internet using actual electronic files.* If you need help, talk to your teacher.)

Directions: Read the directions at the beginning of each part. Then complete the task or questions. Either you or the teacher giving the test must print out some of your work for Desktop Publishing, Database Use, and Spreadsheet Use. You will also mark your answers in the space provided next to several questions in the Database Use and Spreadsheet Use parts of the test.

**The electronic files for state computer skills performance tests on the Internet are available in the software packages (PC and Macintosh platforms) that are supported by the North Carolina Department of Public Instruction.*

New Computer Skills Multiple-Choice Test

1. Trish is editing the last paragraph of her essay. She has decided to add another sentence before the last sentence. Which of the following would be the ***most efficient*** process?

   A Type the sentence in another document and then place it in her essay where she wants it.

   B Type the sentence at the end of her essay and then move it to where she wants it.

   C Type the sentence at the end of her essay, copy the new sentence, and then paste it where she wants it.

   D Put the cursor at the point where she wants to add the sentence and then type the sentence.

2. Which search of an electronic phone directory would find only the Doe families living on Main Street in area code 919?

   A Name = "Doe" or Address = "Main Street" or Area Code = "919"

   B Name = "Doe" and Address = "Main Street" or Area Code = "919"

   C Name = "Doe" or Address = "Main Street" and Area Code = "919"

   D Name = "Doe" and Address = "Main Street" and Area Code = "919"

3. Using the table below, what is the result in Cell C6?

	A	B	C	D
1			23	
2			12	
3			36	
4			9	
5				
6			= Sum (C1:C3)	

   A 80

   B 71

   C 59

   D 57

4. What does rsmith represent in rsmith@mail.com?

   A domain

   B host

   C user's name

   D address

5. Why is a web site an effective way to present a report on an animal that you are studying?

A People like to read reports on computers.

B People can follow links to additional information, pictures, or animal sounds.

C People do not have to read the report; they can just look at the pictures and listen to the sounds.

D People can read a long report on one page by scrolling down so they do not have to go to another web page.

6. When is a storyboard ***most*** helpful?

A at the end of a project to be sure the product is complete

B at the end of a project to be sure the product is linear

C during the project planning to be sure the product works

D in the middle of a project to be sure the product works

7. Which method is used to cite resource materials in multimedia projects?

A bibliography of print resources

B bibliography of three main sources

C bibliography of online resources only

D bibliography of all resources

8. Jane's multimedia project group uses a picture from an electronic encyclopedia. Which of the following must Jane's group do?

A Use the encyclopedia picture freely.

B Cite the source for the picture.

C Credit the group members for scanning the picture.

D List the names of the group members at the end of the project.

9. Who of the following owns the artwork created in a school computer lab using commercial software?

A the student artist

B the school principal

C the school superintendent

D the software developer

New Computer Skills Performance Test
Part I: Desktop Publishing

Directions:

1. **Use your word processing program and the file called WPFILE.**
2. **Read the *scenario.***
3. **Use the word processing file to respond to the five tasks below.**
4. **When you have finished, print your work.**

Scenario:

Your assignment is to edit and format a student newsletter for your school. Following the instructions below, edit and format the word processing file called WPFILE.

Sample of WPFILE file

The Social Studies TV Project Update
May 2000 Volume 4, #3

The Big Four Became the Big Three

We are all familiar with the ABC, CBS, and NBC networks, but a fourth "major" network helped turn television from a novelty enjoyed mainly by scientists and a few owners of sets in New York City into a popular entertainment medium enjoyed by millions of viewers across the nation.

TV Study to Be Televised

The members of Ms. Roberta Romano's eighth-grade social studies class hope their schoolmates and friends will watch the six o'clock evening news on WRAM-TV next Friday. Earlier in the afternoon, newscaster Warren Leonard will visit the class to interview students while preparing The Social Effects of Television in 1958 to send to the printers. The 96-page pamphlet will include statistics the students produsd during their 16-week study of the influence of television programming on American society in 1958.

1. **Center the newsletter title, *The Social Studies TV Project Update*, in bold 24-point type.**

2. **In the first article, *The Big Four Became the Big Three*, make the following edits:**

   - **Center the title in bold 14-point type**
   - **Single space and left-align the text in regular 12-point type**
   - **Indent the paragraph**

3. **In the second article, *TV Study to Be Televised*, italicize the title, *The Social Effects of Television in 1958*.**

4. **Use the spell checker to make certain all words are spelled correctly.**

5. **Below the last article, type in the following article: *Paying for Noticeable Names*. Remember to:**

   - **Key as accurately as possible the title and paragraphs in the box below**
   - **Center and format the title in bold 14-point type**
   - **Indent the paragraph**
   - **Left-align the text in 12-point type**
   - **Use correct keyboarding techniques**
   - **Use word wrap and ignore any differences between what you key and how the paragraphs appear on this page**
   - **Use the spell checker**

Paying for Noticeable Names

During the 1958 television season, advertisers were careful to get full value for their investments by putting the names of their companies in the titles of programs such as *Lux Playhouse*, *The Dinah Shore Chevy Show*, and *Lawrence Welk's Plymouth Show*.

New Computer Skills Performance Test
Part II: Database Use

Directions:

1. **Use your database program and the files called DBFILE and DBSHORT.**
2. **Read the *scenario*.**
3. **Use the database file called DBFILE to respond to questions 1 and 2 below.**
4. **Use the database file called DBSHORT to respond to question 3 below.**
5. **When asked to "describe the steps you took to find your answer," use appropriate database terms (for example, "Sorted the MONTHS EXISTED field in ascending order" or "Searched the MONTHS EXISTED field for all records greater than 200").**

Scenario:

Your social studies class has created a database containing information on the 106 network television shows shown during the evenings in the fall of 1958, the first year that all major networks had a full evening schedule. The database DBFILE is complete through December 1998, and your task is to answer the following questions.

Sample Record from DBFILE database (incomplete)

PROGRAM: Alfred Hitchcock Presents
BROADCAST DAY: Sunday
NETWORK: CBS
TIME STARTED: 9:30
TIME ENDED: 10:00
MINUTES LONG: 30
GENRE: Suspense Anthology
LEAD PERFORMER: Alfred Hitchcock

_____ **1. Which program lasted for the greatest number of YEARS ON TV?**

_____ **2. Which program had a MONTHS EXISTED number greater than 150 months and a YEARS ON TV number less than 5?**

Explanation: Use database terms to describe the steps you took to find your answer for question 2.

_____

_____

_____

PROGRAM	NETWORK	GENRE	LEAD
Bat Masterson	NBC	Western	Gene Barry
Ed Sullivan Show	CBS	Variety	Ed Sullivan
Leave It To Beaver	ABC	Situation Comedy	Barbara Billingsley
This is Music	ABC	Music	Colin Male

3. **Close the database file called DBFILE. Next open the database file called DBSHORT. Follow the instructions below:**

   - **Add a new field named BROADCAST DAY (the new field may be added before or after any pre-existing field)**
   - **In the new field named BROADCAST DAY, enter the following day for each program:**

     - **Wednesday (for *Bat Masterson*)**
     - **Sunday (for the *Ed Sullivan Show*)**
     - **Thursday (for *Leave it to Beaver*)**
     - **Monday (for *This is Music*)**

   Print your final DBSHORT file.

New Computer Skills Performance Test
Part III: Spreadsheet Use

Directions:

1. **Use your spreadsheet program and the file called SSFILE.**
2. **Read the *scenario*.**
3. **Use the spreadsheet file to respond to questions 1 - 4 below.**

Scenario:

Your social studies class is studying advertising on television in 1958. Your teacher has created a spreadsheet to estimate the number of viewers in the neighborhood around your school who would have seen advertisements for nine programs that were popular in 1958. Your assignment is to test the spreadsheet by answering the questions below. After answering these questions, your teacher wants you to add new information to the file, SSFILE, and create a chart (graph) for presentation to your social studies class.

Program	Weeks Ad Ran	Rating	Weekly Viewers	Times Ad Viewed
Gunsmoke	0	40	208	0
Wagon Train	0	36	187	0
Have Gun Will Travel	0	34	177	0
The Danny Thomas Show	0	32	166	0
Maverick	0	30	156	0
The Price Is Right	0	30	156	0
Wanted: Dead or Alive	0	28	146	0
The Perry Como Show	0	27	140	0
Sugarfoot	0	27	140	0
TOTAL VIEWERS WATCHING ADS			0	

_____ 1. **If an ad ran for 7 weeks on *The Price Is Right*, how many times would the ad have been viewed?**

_____ 2. **If an ad on *Gunsmoke* was viewed 1,872 times, how many weeks did the ad run?**

3. **To the right of the "Times Ad Viewed" column on the spreadsheet, label a new column "Network." In the rows under "Network," enter the following networks for each program:**

- **CBS (for *Gunsmoke*)**
- **NBC (for *Wagon Train*)**
- **CBS (for *Have Gun Will Travel*)**
- **CBS (for *The Danny Thomas Show*)**
- **ABC (for *Maverick*)**
- **NBC (for *The Price Is Right*)**
- **NBC (for *Wanted: Dead or Alive*)**
- **NBC (for *The Perry Como Show*)**
- **ABC (for *Sugarfoot*)**

In the rows under the "Weeks Ad Ran" column, enter 7 for each program.

4. **Using the spreadsheet, create a chart (graph). Choose the chart (graph) that will best display the following information:**

- **Column labels (Program, Weeks Ad Ran, Rating, Weekly Viewers)**
- **All data in the 4 columns (Program, Weeks Ad Ran, Rating, Weekly Viewers)**
- **Do not include the "Times Ad Viewed" column, the "Network" column, or the "TOTAL VIEWERS WATCHING ADS" row**

Print your final spreadsheet and chart (graph).

Answers to Sample Tests and Notes

New Multiple-Choice Test

1. The correct answer is D. This question measures your ability to create, format, save and print a word processed document.

2. The correct answer is D. This question measures your ability to apply searching and sorting strategies used in a database.

3. The correct answer is B. This question measures your ability to enter and edit data in a prepared spreadsheet and observe the results.

4. The correct answer is C. This question measures your ability to use e-mails as a means of communication.

5. The correct answer is B. This question measures your ability to use telecommunications to share and publish information.

6. The correct answer is C. This question measures your ability to create a multiple-outcome storyboard as a class activity.

7. The correct answer is D. This question measures your ability to research, create, publish, and present projects related to content areas using a variety of technological tools.

8. The correct answer is B. This question measures your ability to demonstrate an understanding of copyrights by citing sources of copyrighted materials in papers, projects, and multimedia presentations.

9. The correct answer is A. This question measures your ability to recognize an individual's rights of ownership to computer-generated work.

New Performance Test

Part I: Desktop Publishing. The tasks in this section measure your ability to edit and format a word processing file. Tasks measure the ability to align text, change font type and size, use a spell checker, and demonstrate keyboarding techniques.

Part II: Database Use

1. The correct answer is "Walt Disney Presents." This question measures your ability to sort a database.

2. The correct answer is "Adventures of Ellery Queen." Your answer is also scored for how well you explain how you determined your answer to the question ('I searched the field MONTHS EXISTED for all records > 150 and searched the field YEARS ON TV for all records < 5"). This question measures your ability to search a database using more than one criterion to solve a problem.

3. This question measures your ability to add a new field and records into a database.

Part III: Spreadsheet Use

1. The correct answer is "1,092." This question measures your ability to use a spreadsheet to answer simple "What if" statements.

2. The correct answer is "9." This question also measures your ability to use a spreadsheet to answer simple "What if" statements.

3. This question measures your ability to label a column and enter data into spreadsheet cells.

4. This question measures your ability to create a chart (graph) using specific data within the spreadsheet.

Appendix

North Carolina Charter Schools, 2000-01

Alpha Academy
American Renaissance Charter School
American Renaissance Middle School
Arapahoe Charter School
Bethany Community Middle School
Bethel Hill Charter School
Brevard Academy
Bridges Charter School
Cape Fear Center for Inquiry
Cape Lookout Marine Science High School
Carter Community School
Carter G. Woodson School of Challenge
Charter Day School
Chatham Charter School
Children's Village Academy
CIS Academy
Community Charter School
Communty Partners High
Crossnore Academy
Developmental Day School
Dillard Academy
Downtown Middle School
East Wake Academy
East Winston Primary School
Engelmann School of the Arts and Sciences
Evergreen Community Charter School
Exploris Middle School
Forsyth Academies
Francine Delany New School for Children
Franklin Academy
Grandfather Academy
Greensboro Academy
Haliwa-Saponi Tribal
Harnett Early Childhood Academy
Healthy Start Academy Charter Elementary School
Highland Charter Public School
Imani Institute Charter School
John H. Baker, Jr., High School
Kennedy School
Kestrel Heights School
Lake Norman Charter School
Lakeside School
Laurinburg Charter School
Laurinburg Homework Center Charter School
LIFT Academy
Lincoln Charter
Magellan Charter School
MAST School
Maureen Joy Charter School
Metrolina Regional Scholars' Academy
Millennium Charter Academy
New Century School
Northeast Raleigh Charter Academy
Oma's Inc. Charter School
Omuteko Gwamaziima
Orange County Charter School
Phoenix Academy
Piedmont Community School
PreEminent Charter School
Provisions Academy
Quality Education Academy
Quest Academy
Raleigh Charter High School
Research Triangle Charter Academy
River Mill Academy
Rocky Mount Charter Public School
Rowan Academy
Sallie B. Howard School
Sandhills Theatre Arts Renaissance School (STARS)
SPARC Academy
Stanly County Community Outreach Charter School
Sterling Montessori Academy
Success Academy
Success Institute
Sugar Creek Charter School
Summit Charter School
The Learning Center
The Mountain Community School
The Woods Charter School
Thomas Jefferson Classical Academy
Tiller School
Turning Point Academy
Union Academy
Vance Charter School
Village Charter School
Washington Montessori - A Public Charter School
Wayne County Technical Academy

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
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Public Schools of North Carolina

State Board of Education
Phillip J. Kirk, Jr., Chairman

Department of Public Instruction
Michael E. Ward, State Superintendent

www.ncpublicschools.org

August 13, 2002

MEMORANDUM

TO: LEA Superintendents
LEA Test Coordinators

FROM: Louis M. Fabrizio, Director
Division of Accountability Services

Mildred G. Bazemore, Chief
Testing Section/Division of Accountability Services

SUBJECT: 2000-01 Report of Student Performance North Carolina Tests of Computer Skills

Please find enclosed the 2000-01 North Carolina Report of Student Performance of Computer Skills. This report contains aggregate and disaggregated state-level results from administrations of the computer skills tests (performance and multiple choice) in 2000-01. The reports also provide limited information about the performance of school districts and charter schools. Additional data are included in this year's report regarding the performance of students with disabilities, students identified as limited English proficient, and students in Title I schools.

We hope that you find this information useful for local program evaluation of student performance in computer skills during the 2000-01 school year. We appreciate your continued cooperation and dedication to the children of North Carolina.

LMF:MGB:mlg

C: Dr. Bob Bellamy
Regional Accountability Coordinators